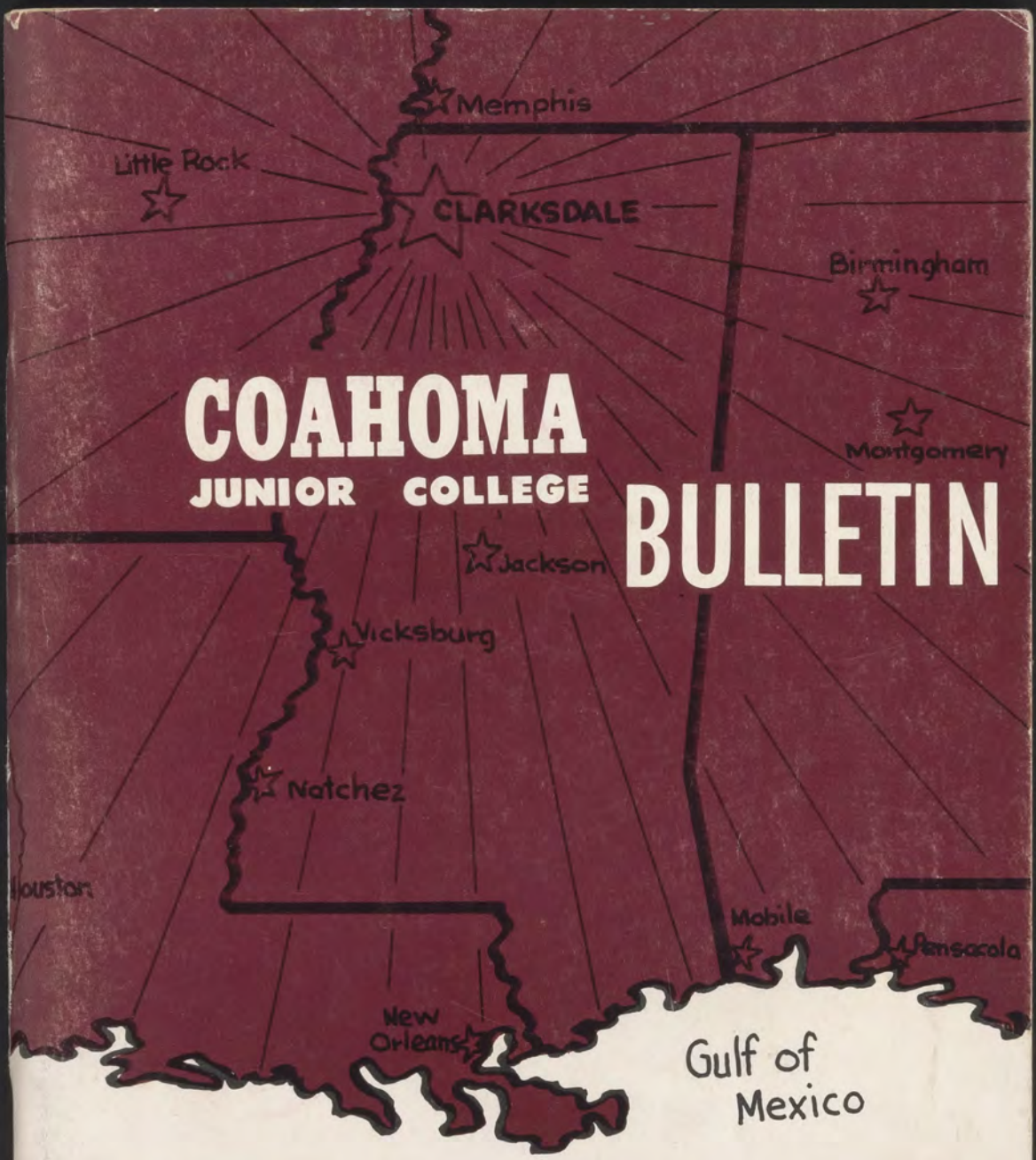


# COAHOMA JUNIOR COLLEGE BULLETIN

# CATALOG 1959-1962

## CLARKSDALE, MISSISSIPPI

VOLUME VI NUMBER I

# BULLETIN

OF

# COAHOMA JUNIOR COLLEGE

AND

# AGRICULTURAL HIGH SCHOOL

CLARKSDALE, MISSISSIPPI

•

CATALOG EDITION

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FRANK B. MCCUNE _ _ _ _ _ _ _ _ _ *Registrar*
A.B., Jackson State College
M.S., North Carolina College
Post Graduate Study, Tuskegee Institute and University of Chicago

## ADMINISTRATIVE PERSONNEL

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B.S., Jackson State College

LEOLA GOINS _ _ _ _ _ *Secretary to High School Principal*
B.S., Southern University
Graduate Study: Southern University

GEORGE MELBA JONES _ _ _ _ _ _ _ *Secretary to Registrar*
B.S., Rust College
Diploma, Henderson Business College

JOSEPH J. WHEATLEY _ _ _ _ _ _ _ _ _ *Dean of Men*
B.S., Alcorn A. & M. College
M.S., Roosevelt University

## 1959 - 1960 FACULTY

MARY LOU WHITE ALEXANDER *Instructor, Elementary Department*
Associate in Arts, Coahoma Junior College
B.S., Jackson State College

EARLINE M. ANDERSON — *Instructor in Elementary Department*
B.S., Tuskegee Institute

ZEE ALFIN ANDERSON BARRON _ _ *Instructor in Language Arts*
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Further Study, University of Minnesota
M.A., Columbia University
Post Graduate Study, Columbia University

SAMUEL L. BLACKBURN _ _ *Instructor in Industrial Education*
B.S., Alcorn College
Graduate Study, University of Minnesota

JOHNNIE RUTH BROWN _ _ _ *Instructor in High School Science*
B.S., Jackson State College

ROSA MAE BROWN _ _ *Chairman of the Elementary Department*
B.S., Rust College
Graduate Study, Tuskegee Institute

HETTIE S. CAIN _ _ _ *Instructor in the Elementary Department*
B.S., Alcorn College
M.S., Illinois State University

JOSEPH E. CAIN _ _ _ _ _ *Instructor in Industrial Education*
B.S., Alcorn College
M.S., Bradley University

CONSUELLA CARTER _ _ _ _ _ _ _ _ _ *Director of Band*
A.B., Rust College
M. Mus. Ed., Vandercook College of Music

ARNOLD M. CHAMBERS _ _ *Instructor in Elementary Department*
Ass. Arts, Coahoma Junior College
Study, Jackson State College

ANNIE M. CRUMP _ _ *Instructor in the Elementary Department*
B.S., Alcorn College

SAMUEL CRUMP _ _ *Instructor in Health and Physical Education*
B.S., Alcorn College
Graduate Work, Tennessee A. & I. State University

CHRISTINE JONES CURRY _ _ _ *Instructor in Busines Education*
B.S., Langston University
M.S., Indiana University
Post Graduate Work, University of California at Los Angeles

MARY P. DEMBY — — — — — *Secretary to the Principal, Instructor in High School Business Education*
B. S., Alcorn A. & M. College
Graduate Study, Indiana University

WILLIAM S. DEMBY – – – – – – – – – *Science Department*
B.S., Alcorn College
M.S., Indiana University

IRMA MARSHALL GAMBRELL
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Graduate Study, Kansas State College

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M.S., Kansas State College

BENNIE S. GOODEN — — — — *Instructor in Social Science*
Associate in Arts, Coahom Junior College
B.S., Jackson State College

JOHN H. GRIFFITH, *Instructor in Social Science & Driver Education*
A.B., Lincoln University

LOIS D. HENDERSON – – *Instructor in Elementary Department*
B.S., Rust College
M.S., Tuskegee Institute

ROOSEVELT HARVEY — — — — *Instructor in Mathematics*
B.S., Dubuque University

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A.B., Tougaloo College
M.A., University of Illinois
Post Graduate Work, Wisconsin University

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M. Ed. Agri., Colorado A. & M. College
Post Graduate Study, Cornell University and University of Wisconsin

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M.A., Columbia University
Post Graduate Study, Julliard School of Music

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B.S., Jackson State College
M.A., Columbia University

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*Registrar and Instructor in Health and Social Science*
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M.S., North Carolina College
Post Graduate Study, Tuskegee Institute, University of Chicago

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M.S., Tuskegee Institute
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M.Ed., Tuskegee Institute

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Morehouse College, Lemoyne College and Denver University

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B.S., Jackson State College
Graduate Study, Chicago Art Institute

JAMES A. ROGERS — — — — *Instructor in Foreign Languages*
A.B., Morgan State College

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M.Ed., Tuskegee Institute

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M.S., New York University
Post Graduate Study, New York University

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Study, Hampton Institute, Chicago University
M.A., Columbia University
Complieted Requirements for D.Ed., Columbia University

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M.A., Fisk University

MAYO D. WILSON — — — *Instructor in High School Mathematics*
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Post Graduate Study, Columbia University

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B.S., Rust College

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M.S., Kansas State University

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Howard University
Wittenberg University

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Graduate Study: Southern University

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B.A., Bennett College
Graduate Study: Texas Southern University

*JEAN LEROY — — — — — — *Instructor in Foreign Languages*
Bachelor's Degree: Faculte de Droit de Port-Au-Prince
Lycee Toussaint Louverture

*JOHN ERNEST MARTIN — *Instructor in Science and Mathematics*
B.S., Tougaloo Southern Christian College

*GLORIA D. QUEEN — — — *Instructor in Elementary Department*
B.S., Jackson State College
M.S., Indiana University

*MARY STELLA RAND — — — *Instructor in Physical Education*
B.S., Tougaloo Southern Christian College

*MARION REID — — — — — — — *Instructor in Social Science*
B.S., Jackson State College

*WARREN G. SHANKS — — *Instructor in Vocational Agriculture*
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*ADRIAN SWANIER _ _ _ _ _ _ _ *Instructor in Carpentry*
B.S., Alcorn A. & M. College

*BARBARA J. WHEATLEY - *Instructor in Elementary Department*
B.S., Jackson State College

*JOSEPH H. WHEATLEY _ _ _ _ *Instructor in Social Science*
B.S., Alcorn A. & M. College
M.S., Roosevelt University

*Service begins 1960-61 session

## NON-TEACHING PERSONNEL

GEORGE MELBA JONES _ _ _ _ *Secretary to the Registrar*
Diploma, Henderson Business College
B.S., Rust College

ELIZABETH BENNETT _ _ _ _ *Dormitory Supervisor*
Jackson State College

BETTIE BURT _ _ _ _ _ _ _ _ _ _ _ *Dean of Women*
B.S., Jackson State College

EARNESTINE FLOWERS _ _ _ _ _ _ *Manager of Lunchroom*

LEE FLOWERS _ _ _ *Superintendent of Buildings and Grounds*
Study, Haven Teachers College, Alcorn College

ROBERT SHAW _ _ _ _ _ _ _ _ _ *Maintenance*

ROWENA STEWART _ _ _ _ _ _ *College Dining Hall*

JOHN ETTA STIMAGE _ _ _ _ _ _ *College Dining Hall*

EMMA WILLIAMS _ _ _ _ _ _ _ _ *Lunchroom*

## COLLEGE CALENDAR 1960 - 1961

SEPTEMBER
- 7- 8 Faculty Planning
- 8 Dormitories Open
- 9-10 Freshman Registration
- 9-13 Freshman Orientation
- 12 Registration – Other Students
- 13 Class Work Begins
- 20 Last Day to Register for Full Credit
- 20 Last Day for Changes in Program

OCTOBER
- 20-21 Mid Quarter Tests
- 29 Mid Quarter Grade Reports Due

NOVEMBER
- 24-25 Thanksgiving Holidays
- 28 Class Work Resumes
- 30 Fall Quarter Examinations

DECEMBER
- 1- 2 Fall Quarter Examinations
- 5 Registration – Winter Quarter
- 6 Class Work Resumes
- 13 Last Day to Register for Full Credit
- 13 Last Day for Changes in Program
- 21 Christmas Holidays Begin

JANUARY, 1961
- 3 Christmas Holidays End
- 4 Class Work Resumes
- 26-27 Mid Quarter Tests

FEBRUARY
- 3 Mid Quarter Grades Due

MARCH
- 9-10 Winter Quarter Examinations
- 13 Registration – Spring Quarter
- 18 Winter Quarter Grade Reports Due
- 21 Last Day to Register for Full Credit
- 22 Last Day for Changes in Program

APRIL
- 20-21 Mid Quarter Tests
- 29 Mid Quarter Grade Reports Due

MAY
- 1 May Day Activities – 1:30 P. M.
- 19-22-23 Senior Examinations
- 22 Senior Grade Reports Due
- 24-25-26 Freshman Examinations
- 28 Commencement Sermon
- 30 Commencement Exercises – 10:00 A. M.

JUNE
- 3 Freshman Grade Reports Due

## COLLEGE CALENDAR 1961-1962

SEPTEMBER

| | |
|---|---|
| 6- 7 | Faculty Planning |
| 7 | Dormitories Open |
| 8- 9 | Freshman Orientation |
| 11 | Registration — Other Students |
| 12 | Classes Begin |
| 19 | Last Day to Register for Full Credit |
| 19 | Last Day for Changes in Program |

OCTOBER

| | |
|---|---|
| 19-20 | Mid Quarter Tests |
| 27 | Mid Quarter Grade Reports Due |

NOVEMBER

| | |
|---|---|
| 24-25 | Thanksgiving Holidays |
| 28 | Class Work Resumes |
| 29-30 | Fall Quarter Examinations |

DECEMBER

| | |
|---|---|
| 1 | Fall Quarter Examinations |
| 2 | Registration — Winter Quarter |
| 4 | Registration — Winter Quarter |
| 5 | Class Work Resumes |
| 12 | Last Day to Register for Full Credit |
| 12 | Last Day for Changes in Program |
| 20 | Christmas Holidays Begin |

JANUARY, 1961

| | |
|---|---|
| 2 | Christmas Holidays End |
| 3 | Class Work Resumes |
| 25-26 | Mid Quarter Tests |

FEBRUARY

MARCH

| | |
|---|---|
| 7-8-9 | Winter Quarter Examinations |
| 12 | Registration |
| 13 | Class Work Resumes |
| 20 | Last Day for Registration for Full Credit |
| 20 | Last Day for Changes in Program |
| | Teachers Association |

APRIL

| | |
|---|---|
| 19-20 | Mid Quarter Examinations |

MAY

| | |
|---|---|
| 1 | May Day — 1:30 P. M. |
| 18-21-25 | Senior Examinations |
| 23-24-25 | Freshma Examinations |
| 27 | Commencement Sermon |
| 30 | Commencement Exercises — 10:00 A. M. |

# SCHOOL CALENDAR

FOR

# COAHOMA COUNTY AGRICULTURAL HIGH SCHOOL

AND

# SANDY BAYOU ELEMENTARY SCHOOL

## FOR 1960-61

AUGUST, 1960

| | |
|---|---|
| 29-31 | Administrative Period of Orientation and Personnel Organization |

SEPTEMBER

| | |
|---|---|
| 1-2 | Registration—Elementary High School Studendts |
| 5 | Elementary and High School Classes Begin |

NOVEMBER

| | |
|---|---|
| 1-2 | Mid-Term Examinations |
| 24-25 | Thanksgiving Holidays |
| 28 | Classwork Resumes |

DECEMBER

| | |
|---|---|
| 21 | Christmas Holidays Begin |

JANUARY, 1961

| | |
|---|---|
| 4 | Classwork Resumes |
| 18-19-20 | First Semester Examinations |
| 23 | Second Semester Begins |

MARCH

| | |
|---|---|
| 23-24 | State Teachers Meeting |
| 27-28 | Mid-Term Examinations |

MAY

| | |
|---|---|
| 19-22-23 | Final Examinations — High School Seniors |
| 24-25-26 | Other High School and Elementary Students |
| 28 | Commencement Sermon, Sunday, 5:00 P. M. |
| 30 | Tuesday, 10:00 A. M., Commencement Exercises |
| 31-June 3 | Closing of School Records — All Instructors |

# SCHOOL CALENDAR

FOR

# COAHOMA COUNTY AGRICULTURAL HIGHSCHOOL

AND

# SANDY BAYOU ELEMENTARY SCHOOL

## FOR 1960-61

AUGUST, 1961

29-31 Adminstrative Period of Orientation and Personnel Organization

SEPTEMBER

1-4 Registration — Elementary and High School Students
5 Classes Begin

NOVEMBER

1-2 Mid-Term Examinations
30-December 1 Thanksgiving Holidays

DECEMBER

4 Classwork Resumes
20 Christmas Holidays Begin

JANUARY, 1962

3 Classwork Resumes
18-19-22 First Semester Examinations
23 Second Semester Begins

MARCH

22-23 State Teachers Meeting
27-28 Mid-Term Examinations

MAY

18-21-22 Final Examinations — High School Seniors and Eighth Grade Students
23-24-25 Final Examinations — Other High School and Elementary Students
27 Commencement Sermon — 5:00 P. M.
29 Report Cards
30 Commencement Exercises — 10:00 A. M.
31-June 2 Closing of School Records — All Instructors

# GENERAL INFORMATION

## HISTORICAL SKETCH

Coahoma County was among the first of the counties in Mississippi to provide agricultural high schools for Negroes. In 1924, County Superintendent P. F. Williams proposed the organization of a school system which would include a number of elementary and junior high schools and one central agricultural high school. Upon adoption of the proposal by the Board of Supervisors in that year, Coahoma County Agricultural High School was established.

Mr. M. L. Strange served as the first superintendent of Coahoma County Agricultural High School during the 1924-25 term. In the years which followed, four other men have headed the institution: Mr. J. H. Moseley, four years; Mr. J. W. Addison and Mr. J. B. Wright, eight years each; and Mr. B. F. McLaurin, whose present term of office began with the 1946-47 school year.

In 1949 the junior college curriculum was added, and the name of the institution was changed to Coahoma Junior College and Agricultural High School. During its first year of operation Coahoma Junior College was supported entirely by county funds. In the next year it became the first educational institution for Negroes to be included in Mississippi's system of public junior colleges and eligible to share in funds appropriated by the Mississippi Legislature for the support of public junior colleges.

Increased support has made possible the expansion of physical facilities and instructional staffs to adequately provide for a rapidly growing student body.

## LOCATION OF SCHOOL

Coahoma Junior College and Agricultural High School is located in Coahoma County, Mississippi, about four miles north of Clarksdale, the county seat. The school site is located on the Friars Point-Clarksdale highway, and is about ninety minutes ride from Memphis, Tennessee. Transportation to Clarksdale is afforded by bus and taxi service, making it possible for students and residents of the school to commute without difficulty.

Coahoma County is in the heart of the great Mississippi Delta. Its highly productive soil gives the farmer in this section the distinction of being among the wealthiest in Mississippi. Mechanization and improved methods of cultivation have offset production losses, and the county has been able to weather fluctuating economic conditions without serious effect on the school system and other public agencies. Because of its constant wealth—more than the average county in Mississippi—Coahoma County has been able to maintain one of the largest educational systems in the state.

Located near the center of a large farm population, the school is able to provide educational opportunities for many Negro youths, at a minimum cost, from elementary school through junior college.

## PHILOSOPHY AND OBJECTIVES OF THE SCHOOL

More efficient use of human and natural resources is a goal worthy of the greatest educational endeavors. Considering the fact that Coahoma County abounds in human and natural resources, Coahoma Junior College and Agricultural High School attempts to provide training in the utilization of these human and natural resources, and thereby prepare youth for more effective participation in contemporary society. In keeping with this philosophy, the school has set up the following objectives:

1. To assist and direct youth in the daily use of human and natural resources which lead to more fruitful living.
2. To provide a broad program of general education.
3. To provide two years of elementary training for those interested in becoming teachers.
4. To provide preparation for further college work.
5. To give terminal training in special skills.
6. To provide information and counsel that will assist students in appraising their abilities and direct them in choosing a vocation.
7. To serve the people by providing a center for recreation, learning, and good living.
8. To help out-of-school youth and adults solve problems in the major areas of human needs.

## TERMINAL FUNCTIONS

The Administration realizes that many Coahoma Junior College students will receive no further organized training beyond junior college. For that reason very few of the courses offered are strictly terminal, but rather they are broad and general in nature; that is, in general, the junior college is recognized as the completion of general education.

We subscribe to the philosophy that any course which prepares a young adult for intelligent participation in society has terminal value. A good teacher who teaches the student first and the subject matter second is offering a terminal course regardless of the catalogue description given the course.

Several of the courses offered at Coahoma Junior College and Agricultural High School are of direct vocational nature. Upon completion of these courses students are better able to earn a living. There is much overlapping of terminal and vocational courses. The vocational course would prepare one for earning a living; the terminal course, as one of the last courses in a given field, would prepare for more intelligent participation in so far as that field touches society and may or may not be vocational.

## DIVISIONS OF THE SCHOOL

COAHOMA JUNIOR COLLEGE AND AGRICULTURAL HIGH SCHOOL has four organized divisions, namely: Elementary School, High School, Junior College and Vocational-Technical School. The divisions are articulated by means of faculty groups, integration and correlation of subject matter, student activities, and constant evaluation of procedures in terms of the school s objectives.

THE ELEMENTARY AND HIGH SCHOOL DIVISIONS: Both the Elementary and High School Divisions are fully accredited by the Mississippi Accrediting Commission. The Elementary Division serves pupils in grades one through eight, while the High School Division serves pupils in grades nine through twelve. A well-trained faculty, wholesome social environment, and modern equipment, are factors which contribute to the superior training pupils receive in the Elementary and High School Divisions. All high school pupils, grades nine through twelve, are acceptable as boarding students; only seventh and eighth grade pupils in the elementary school are accepted as boarding students.

THE JUNIOR COLLEGE DIVISION: The Junior College Division provides opportunities in four areas: general education, business education, industrial arts and teacher education. Curricula in each area parallel similar curricula at Mississippi's state-supported four-year colleges for Negroes and other colleges with similar programs. The student who desires to pursue degrees at such institutions may do so without loss of credit.

THE VOCATIONAL-TECHNICAL DIVISION: Some students are interested in preparing themselves for a vocation, others are interested in mastering some skilled or semi-skilled trade. Coahoma Junior College and Agricultural High School attempts to meet the needs of such students by providing training in a limited number of vocational trades, such as carpentry, bricklaying, interior decorating, painting and farm mechanics.

## ACCREDITMENT

COAHOMA JUNIOR COLLEGE is accredited by the Mississippi State Department of Education and is approved by the State Department of Teacher Education and Certification for training of elementary teachers. The college is endeavoring to operate in accordance with the standards set by the Southern Association of Colleges and Secondary Schools. We plan an evaluation of the program by this rating agency.

## ALUMNI ASSOCIATION

The Alumni Association of Coahoma Junior College is an organization of former students, both graduates and non-graduates. The purpose of the association is to serve and extend the program of the college; to promote a spirit of fellowship and cooperation among its members, and to solicit their help in the future development of the college.

## FOLLOW-UP AND PLACEMENT

The college attempts a follow-up of the Coahoma graduates through the Public Relations Office, through conferences with administrators of senior colleges and Jeanes Supervisors, and through personal conferences with graduates and former students.

Coahoma graduates have made a great contribution by pointing out experiences at Coahoma Junior College which have enabled them to succeed, and by suggesting other emphases which they wish the college could have given in the two-year program.

## THE LIBRARY

The library building was erected in 1954 with funds provided by Coahoma County and the Mississippi Legislature. It is centrally located on the campus. The library consists of reading and conference rooms, a stackroom, and a work-room, with office space. It contains a wide and carefully-selected collection of books which includes standard reference works and additional materials for collateral reading on all subjects. To supplement the book collection, the library subscribes to sixty periodicals for research and recreational purposes.

A vertical file of pamphlets and pictures is maintained. Special emphasis is placed on material relative to education in Mississippi.

The library is constantly improving its facilities and resources to meet curricular and cultural needs.

## PUBLIC RELATIONS

The program of public relations at Coahoma Junior College endeavors to foster and maintain public good will toward the institution by evaluating public attitudes, by identifying the policies of the college with the public interest, and by carrying out other activities to earn public understanding and acceptance. Specifically, the Public Relations Office seeks (1) to interpret the College's philosophy and objectives, (2) to stress the public services of the College, (3) to enlist the support of the public, (4) to aid graduates of the College in transferring to the upper division of four-year institutions or in finding employment, (5) to make contact with promising prospective students, and (6) to collect, organize, and interpret follow-up information concerning graduates and other former students of the institution.

## AWARDS AND PRIZES

Appropriate awards, prizes and certificates are presented each year during commencement exercises to outstanding students in various departments of the school. The following awards are given annually by friends of the institution and by the College:

Frankie Stutts Gray Memorial Award
Coahoma Junior College and AHS Scholarship Award
Brown's Beauty Shop Scholarship
The Elizabeth Maynard Award
Versatile Club Award
Aaron Henry Citizenship Award
J. E. Cain Industrial Arts Award

## HONORS DAY

The formal presentation of prizes, awards, and certificates for distinguished achievement is the main feature of the annual Honors Day Program.

## COMMUNITY ACTIVITIES AND SERVICES

The college serves the communities, the counties, and the State in the following ways:

The college faculty members work with the local Jeanes teacher and the county rural teachers in their pre-school conferences in an effort to enrich their programs and to improve the quality of instruction.

The school serves as host to the Junior College Song Festival and the District High School Dramatics Tournament.

The students and faculty members participate in the local church services and carry on vespers for spiritual development.

Members of the Coahoma faculty serve as consultants for pre-school conferences, District and State Teachers Meetings, and as judges for debating and dramatic tournaments.

## FEES AND EXPENSES

With the exception of board, which may be paid in monthly installments at the rate of $30 per month, all fees and other charges are due and payable on a quarterly basis for college students and on a semester basis for high school students upon completion of registration. General fees and expenses for all students are as follows:

| | College Boarders | Day Students |
|---|---|---|
| Maintenance | $ 17.00 | $ 17.00 |
| Health Insurance | 3.34 | 3.34 |
| Library | 1.50 | 1.50 |
| Publications | 3.50* | 3.50* |
| Room and Board (September) | 22.50 | |
| Total Payable at Registration | $ 47.84 | $ 25.34 |
| Additional Board, first quarter | 60.00 | |
| Total first quarter | $107.84 | $ 25.34 |
| Total second quarter | 104.33 | 21.83 |
| Total third quarter | 111.83 | 21.83 |
| Total cost per year | $324.00 | $ 69.00 |

Tuition for out-of-tate students is $30.00 per quarter.

In addition to the above costs, students must pay course fees as set forth below:

* The publication fee is payable for the first quarter of registration only.

## SPECIAL COURSE FEES

| | Per Quarter | Per Year |
|---|---|---|
| Art | $1.50 | $ 4.50 |
| Business | 4.00 | 12.00 |
| Science | 1.50 | 4.50 |

### HIGH SCHOOL AND JUNIOR HIGH SCHOOL FEES

| | Per Semester | Per Year |
|---|---|---|
| Activity | $ 3.00 | $ 6.00 |
| Tuition — Out of County | 17.50 | 35.00 |
| Out of State | 45.00 | 45.00 |
| Over 21 years of age | 25.50 | 51.00 |

## REFUND OF FEES, TUITION, ROOM AND BOARD

Refund Policies:

| Period of Attendance from Date School Begins | Percent of Tuition and Fees to be charged |
|---|---|
| One Week or Less | 20% |
| One Week and Less Than Two | 40% |
| Two Weeks and Less Than Three | 60% |
| Three Weeks and Less Than Four | 80% |
| Four Weeks and Over | 100% |

Students withdrawing from college before the close of a quarter should file the form "Request for Withdrawal" with the Dean of Instruction, a copy of which should be delivered to the "Business Office" with Student Activity Card; failure to turn in these cards will delay the refund. Refunds in general are figured from date of application if requested date is beyond five days.

### ROOM AND BOARD REFUNDS

The unused portion of Room and Board will be refunded at time of withdrawal provided the unused portion of the student's meal card is presented to the Business Office with the request. However, no refund of room and board will be made for absences of less than a week.

### DATE ROOM AND BOARD SHOULD BE PAID

All room and board is due and payable in advance and not later than the 10th of the month in which it is due. It is payable on a four-week basis rather than on a calendar month basis.

## SCHEDULE OF PAYMENTS 1961-'62

| DATE DUE | MAINTENANCE | ROOM & BOARD | OUT-OF-STATE TUITION |
|---|---|---|---|
| September 7, 1961 | $17.00 | $30.00 | $30.00 |
| September 15, 1961, Late Registration Fee begins | | | |
| October 5, 1961 | | 30.00 | |
| November 2, 1961 | | 30.00 | |
| November 30, 1961 | | 20.00 | |
| December 4, 1961 | 17.00 | | 30.00 |
| December 12, Late Registration Fee begins | | | |
| January 3, 1962 | | 30.00 | |
| January 31, 1962 | | 30.00 | |
| February 27, 1962 | | 30.00 | |
| March 12, 1962 | 17.00 | | 30.00 |
| March 20, 1962, Late Registration Fee begins | | | |
| March 27, 1962 | | 30.00 | |
| April 24, 1962 | | 30.00 | |

FEES:

| | |
|---|---|
| Science, Library and Art Fees, each | $1.50 |
| Business | 4.00 |
| Health | 3.34 |
| Publications | 3.50 |
| Science, Library and Art Fees, each | $1.50 |
| Business | 4.00 |
| Health | 3.33 |
| Science, Library and Art Fees, each | $1.50 |
| Business | 4.00 |
| Health | 3.33 |

HIGH SCHOOL

| | ACTIVITY | OUT-OF-COUNTY TUITION | OUT-OF-STATE TUITION | OVER 21 YEARS TUITION |
|---|---|---|---|---|
| September 1, 1961 | $3.00 | $17.50 | $30.00 | $22.50 |
| January 23, 1962 | 3.00 | 17.50 | 30.00 | 22.50 |

## BOOKS AND SUPPLIES

JUNIOR COLLEGE: Textbooks for courses in the Junior College Division may be purchased from the school's book store. Costs of books range from $30 to $40 and upwards per quarter.

ELEMENTARY AND HIGH SCHOOL: The State of Mississippi furnishes free textbooks for pupils in the Elementary and High School Divisions. A careful audit is made of all textbooks furnished elementary and high school pupils and all books lost or damaged must be paid for unless the books were destroyed by fire or other factors beyond the pupil's control.

SCHOOL SUPPLIES: Paper, pencils, ink, and other student supplies are available in the book store. Workbooks for elementary pupils are furnished free, but high school pupils must pay for all workbooks.

## THE NATIONAL DEFENSE STUDENT LOAN PROGRAM

Coahoma Junior College participates in the National Defense Student Loan Program which was created by the 85th Congress for the purpose of providing loans to students under easy terms. The Program carries special scholarship provisions for borrowers who later enter public secondary and elementary teaching and public school administrative careers.

Loans are available to United States citizens now enrolled or about to be enrolled in Coahoma Junior College as full-time students provided that such students are in need of financial assistance and are in academic good standing. Special consideration shall be given to (a) students with a superior academic background who express a desire to teach in elementary or secondary schools, and (b) students whose academis background indicates a superior capacity or preparation in science, mathematics, or a modern foreign language.

To obtain application forms and additional information regarding the Loan program, a prospective borrower should write: The Chairman, Student Aid Committee, Route 1, Box 616, Clarksdale, Mississippi.

## WORK AID

Based upon the student's financial need and dependability and upon the amount of funds available for work scholarships, a limited number of opportunities are offered to energetic and deserving students to help defray school expenses. Students interested in obtaining work-aid should make application to the President.

# ACADEMIC REQUIREMENTS AND REGULATIONS

## ADMISSIONS

Admission to the Junior College Division is granted only on the basis of application. Application forms must be secured from

the offices of the President or Registrar.

A student may qualify academically for admission to the College by certificate from an accredited high school, examination, or transfer from another college. Graduates from non-accredited high school must take a placement examination before they are officially enrolled.

Certificate: A student may be admitted upon the presentation of an acceptable certifiate showing fifteen units of high school work from an accredited high school. The certificate must be sent by mail directly from the principal of the school attended.

Examination: Veterans and non-veteran students who have not completed fifteen units of high school work may secure conditional admission to the college by examination. This phase of admission is in keeping with the high school equivalency certificate program sponsored by the State Board of Education. Applicants must be at least twenty years of age.

Advanced Standing: A student from a college of recognized standing may be admitted to the college on the basis of an official transcript of credits from the institution previously attended.

Transfer credit will be accepted in accordance with the following policy: A student whose transcript indicates an overall quality point average equal to a "C" or better will be allowed to transfer all courses on which he has made a "D" or above. If the transcript indicates an overall average of below "C", only those courses bearing grades of "C" or better will be accepted.

## REQUIREMENTS FOR GRADUATION

Junior College—

A diploma from Coahoma Junior College will be awarded to each student who (1) satisfies the general requirements of one of the divisions as stated in the catalog; (2) earns the total number of quarter hours credit and honor points prescribed for a particular course; (3) has satisfactorily met his financial obligations to Coahoma Junior College; and (4) demonstrates the quality of character essential for responsible citizenship. A minimum of 95 quarter hours and 95 quality points is required for graduation from the Junior College Division.

High School—

Candidates for high school diplomas must complete a minimum of 16 units of work on the high school level, distributed as follows:

| Subject | Units |
|---|---|
| English | 4 |
| Mathematics | 2 |
| Social Science | 2 |
| Science | 2 |
| Electives | 6 |

## REGISTRATION

Registration for each quarter will take place on the dates stated in the college calendar. Failure to register on the dates set aside for this purpose will result in a charge of a late registration fee of $1.00 per day up to $5.00. All students are expected to register at the beginning of the quarter and remain in classes until the end of the quarter.

## CHANGE OF REGISTRATION

A student may add or drop a course with the approval of the Dean. All changes must be made not later than the date designated in the college calendar. The student will file a Change of Registration form with the Registrar after the change has been approved by the Dean.

No student will receive credit for a course in which he is not enrolled. Any student who unofficially drops a course will receive a grade of "F". Unit of credit follows the quarter hour.

## LOAD OF WORK

The normal student load is fifteen to eighteen quarter hours. Students who have a 2.0 point "B" average or above, may be permitted to carry a maximum of 20 quarter hours of work. Seniors may take twenty hours during any one of their last three quarters work provided they have not made a grade lower than "C" in the previous quarter.

Students carrying remedial courses must carry an abbreviated program until they no longer need remedial courses in the tool subjects.

## UNIT OF CREDIT

The Junior College Division operates on the quarter system, having changed from the semester system in the summer of 1952. The unit of credit is the quarter hour. Quarter hour credit is determined by the number of hours a course meets per week and, except in the case of laboratory work, carries credit according to the number of hours the course meets per week.

## SCHOLARSHIP

Junior college students must earn passing grades in at least 12 quarter hours of work. When they fail to meet this scholarship requirement, they will not be permitted to enroll for the next quarter unless special permission is granted by the Dean.

## GRADES AND HONOR POINTS

TESTS: In the Junior College Division each quarter is divided into two six-week periods, and in the Elementary and High School Divisions each semester of the school year is divided into two nine-week periods. A written test is required of all students at the end of these periods. Students who fail to take a test will be given a grade

of "I" for the period, and must take the test or tests missed before a final grade is given for the quarter or semester. This regulation does not apply to students in the Elementary Division below the fifth grade.

THE GRADING SYSTEM: College student progress in all departments, Veterans' Courses excepted, is evaluated according to the following scale:

| GRADE | SCALE | HONOR POINTS |
|---|---|---|
| A—Excellent | 90-100 | 3 |
| B—Good | 80-89 | 2 |
| C—Fair | 70-79 | 1 |
| D—Passing | 60-69 | 0 |
| F—Failure | below 60 | —1 |
| I—Incomplete* | | |
| W.F. | Withdrew Failing | |
| W.P. | Withdrew Passing | |

*Given when a student fails to take an examination or test; or does not complete all assignments for the course.

Honor points are used to determine scholarship averages. A student who has earned 140 Honor Points during his course shall graduate with HONORS; one who has earned 165 Honor Points shall graduate with *Special Honors*. An Honor Certificate will be awarded students who have earned 165 or more honor points.

A minus Honor Point is given each grade of "F", but, when the student makes up the failing grade by repeating the course, the minus Honor Point is removed.

## ELEMENTARY AND HIGH SCHOOL GRADING SYSTEM

| | |
|---|---|
| A—Superior | 95-100 |
| B—Very Good | 85-94 |
| C—Good | 75-84 |
| D—Fair | 70-74 |
| F—Failing | Below 70 |

Parents or guardians will be mailed a record of student's grades within a reasonable time after the close of each examination period. Students are urged to check with the Registrar or Princlpal to determine their scholarship record.

## PROBATION

A student will be placed on probation at the end of any quarter in which his honor-point average is below five-tenths of one point. He will be given special help through counseling and remedial work.

Students on probation for scholarship must earn passing grades in all work assigned during the quarter in which they are on probation. If they do not earn such grades, they will be required to withdraw from the institution.

## ATTENDANCE

All students are expected to attend each meeting of every course in which they are enrolled. When a student has been absent two consecutive weeks without previous explanation, the student's name is dropped from the rolls, and permission to be reinstated must be obtained from each instructor in whose class he is enrolled.

## EXCUSED ABSENCES

Absences are automatically excused when students are on official trips authorized by the Dean. This would include class trips, athletic teams, student organizations, or delegates to student meetings. Absences resulting from illness are excused when the student presents statements from his doctor, the Dean of Men, the Dean of Women or other duly authorized persons.

When the student has been absent, instructors will report unexcused absences to the Dean's office. Instructors are expected to guide and counsel students who are absent from the courses.

The Dean, at his discretion, may grant the student an excuse for the absence, and if granted, will notify instructor(s) concerned. Unexcused absences will be considered "cuts" and when the number of "cuts" in any class exceeds the number of credits for the course, one Honor Point will be deducted from the student's aggregate scholarship average for each absence above the number of "cuts" allowed for the course.

## WITHDRAWALS

A student withdrawing from the institution must execute a withdrawal form and file it with the Dean of Instruction. Failure to do so will result in the loss of the right to honorable dismissal or re-entrance to the college.

## EXAMINATIONS AND TESTS

PLACEMENT AND MAKE-UP EXAMINATIONS: Placement examinations are given to entering students during the first week of each semester or quarter. Students in Elementary and High School Divisions who transfer to Coahoma County Agricultural High School from non-accredited elementary and high schools are required to take this examination. Arrangements for placement examinations should be made with the Registrar or Principal upon arrival.

Make-up examinations are given to all students who because of unavoidable circumstances have missed an examination during the school term. Examination deficiencies must be removed during the quarter or semester following the one in which the deficiency occurred. Permission to take make-up examinations must be secured from the Dean or Principal prior to the date for examinations. Teachers are not to give make-up examinations to any student who does not have a permit. A fee of one dollar will be charged for each make-up examination.

# STUDENT LIFE AND SERVICES

## ORIENTATION

The orientation period is designed to help entering freshmen become adjusted to life at Coahoma Junior College and Agricultural High School. Upon arrival of freshmen on the campus the orientation period begins. During this period the Director of Student Personnel and a committee made up of a selected group of sophomore college students and faculty representatives assist the new students in becoming acquainted with other students, faculty members, advisors, the school rules, regulations and policies, and with the various sites on the campus and in the local community. An envelope consisting of orientation material is given each freshman. Placement examinations, environmental tours, talent and social night, lecture-discussion meetings, and registration are some of the activities during this period.

This orientation period is continued as a part of the regular college curriculum for one quarter.

## STUDENT HANDBOOK

The Personnel and Guidance Committee edits a student handbook which is essentially a guide book designed to acquaint the student with the privileges and responsibilities, the educational goals, the rules, the regulations, policies and traditions that affect his academic and social life at Coahoma Junior College and Agricultural High School.

## REGULATIONS GOVERNING STUDENTS

Coahoma Junior College seeks to devlop its students into good citizens. The accepted standards of good manners, good will and citizenship will govern student behavior.

The student guidebook, *The Maroon and White,* carries a complete list of the regulations governing student life at Coahoma Junior College. General regulation are as follows:

1. Students should provide linen, blankets and toilet articles. This should include two bedspreads, four sheets, two pillow cases, four towels and enough blankets for comfort. Students shall furnish supplies needed to make their rooms comfortable.
2. Rooms must be kept clean and sanitary at all times. Bed linens must be changed each week or more often if necessary. Inspection will be made of rooms each morning and violation of regulations subjects the student to disciplinary action.
3. When expecting guests for overnight visits, dormitory residents must secure visiting permits from the dormitory supervisors, otherwise, guests will not be granted permission to visit in the dormitory. If guests are to be served in the cafeteria, proper notification should be given the cafeteria

manager as to the number of meals desired, and such meals will be paid for at prevailing rates.

4. Lost, damaged or destroyed furniture must be replaced or put in good repair by the occupant(s) responsible for same.
5. Off-campus visiting is not encouraged. A student with the approval of the administration, his or her parents and the prospective hostess may be permitted to visit off campus when the proper forms have been completed.
6. One hour per day "duty work" will be assigned to each resident by a dormitory supervisor. This work may be cumulative.
7. The use of instruments or devices in the dormitories which endanger the safety of the occupants and the dwellings is prohibited.
8. Automobile riding for women students is forbidden without special permission by the dormitory supervisor.
9. All dormitory students are expected to attend Sunday School and Vesper Services each Sunday. Students may attend the worship services of churches in the community when given permission by the proper dormitory supervisors.
10. Conduct: The school reserves the right to request at any time a student's withdrawal, if the student's conduct is adjudged to be injurious to its reputation or detrimental to the character of other students enrolled at the school.
11. Gambling and the use of intoxicants, firearms and other weapons are forbidden. Violators are subject to dismissal or disciplinary action.
12. The record of marital status should be filed with the High School Principal and College Personnel Director, and if any immediate change is made the above persons should be notified.

## STUDENT HEALTH SERVICES

The college provides health services for students by utilizing the services and facilities of the Coahoma County Community Hospital and local medical and dental personnel. This service includes physical examination of all entering students. Physical examinations are mandatory, and registration is not complete until a report of the examination is filed in the Student Personnel Office.

No health fees are charged students. Persons requiring medical or dental services are responsible for their own bills. These medical or dental bills are to be paid directly to the agency rendering the service. Certain services are rendered free of charge by the Coahoma County Health Department, *e.g.*, chest X-ray, immunizations against common communicable diseases, and advisory services.

A blanket accident insurance coverage is available to all high school and elementary students for a fee of one and 25/100 dollars ($1.25) per scholastic year. All students in these divisions are required to provide themselves with this protection.

## CAMPUS RESIDENCE

The young men and the young women of Coahoma Junior College who do not live at home may be housed in dormitories on the campus. Each dormitory has a supervisor who is a member of the Personnel and Guidance Committee. Through their respective House Councils the students and house supervisors adopt regulations designed to promote good residential life. The students make themselves subject to the regulations of their House Councils in matters of daily routine and minor discipline.

## RELIGIOUS LIFE

Coahoma Junior College recognizes the importance of a religious life and lends encouragement to students seeking guidance in this direction. The religious life of Coahomans may be enriched through the following channels: The campus Sunday School, the Sunday Vespers, Religious Emphasis Week, the Y.W.C.A., the Y.M.C.A., the Hi-Y and the Tri-Hi-Y. Local churches welcome Coahoma students and faculty, and participation in the religious activities of the local churches is encouraged by the college.

## SOCIAL LIFE

Formal and informal entertainments, banquets, weekly recreation hours, calling hours, and other opportunities for social contacts are planned cooperatively by students and faculty members throughout the year. Through these occasions opportunity is provided for the normal development of the social graces.

## STUDENT ACTIVITIES AND ORGANIZATIONS

Coahoma student activities consist of programs designed to serve the cultural, educational, recreational and social interests of the general student body.

EDUCATION CLUB: Membership in the education club gives experiences in leadership and group activities, and acquaints students with the opportunities and responsibilities of the teacher. Affiliation with the national organization of the Future Teachers of America is planned for the 1957-58 school year.

LITERARY CLUBS: The high school and college English classes sponsor separate literary clubs, but in each club the purpose is to stimulate and cultivate in the students an appreciation for things literary and artistic.

THE HIGH SCHOOL LITERARY CLUB affords opportunity for its

members to review books, participate in discussions, oratorical contests and debates. Each year representatives of the club participate in the district and state debates and literary meets.

THE JUNIOR COLLEGE LITERARY CLUB is an informal organization. In the meetings, students review and discuss books and enjoy individual and group reading of prose and poetry. Opportunity is also given for public discussion and extemporaneous speaking.

The College Literary Club sponsors an annual lyceum attraction which brings to the campus outstanding artists.

DRAMATICS: The two dramatic organizations on the campus are: The High School Dramatic Club and the College Varsity Players. Each group fosters an interest in all phases of dramatic art. Interested students are admitted after tryouts.

The Varsity Players present one play each quarter. The High School Dramatic Club gives at least one play on the campus and presents a one-act play in the district and state dramatic tournaments each year.

TRADES AND VOCATIONAL EDUCATION CLUB: This club is composed of high school boys enrolled in the vocational trades classes. This organization is affiliated with the Mississippi Youth Industrial Association. Some of the purposes of this club are listed as follows:

To promote thrift through the intelligent use of the products of industry.

The wise use of educational and training facilities.

To promote the spirit of craftsmanship.

To encourage interest in hobbies and leisure time activities.

To promote good fellowship through friendly competition.

The annual "Round-Up", a social event, is one of the highlights of the year's activities.

NEW HOMEMAKERS OF AMERICA: This is an organization of high school pupils studying homemaking. This organization has for its purpose the development of social qualities, the provision for wholesome recreational activities, and the promotion of better home life for its members and their families.

The club is affiliated with the district, state, and national N.H.A. Associations. One of the annual events sponsored by the club is the Mother-Daughter Banquet.

NEW FARMERS OF AMERICA: The New Farmers of America is an organization which offers excellent opportunities to high school boys interested in agriculture as a vocation. Notable phases of this organization are a well-balanced program of character building, wholesome recreational activities and lasting friendships through contact with fellow club members.

The Agricultural High School N.F.A. is affiliated with the district, state, and national chapters and has won high honors in all phases of the work in each of these associations. One of the annual events is the Father-Son Banquet.

CLASS ORGANIZATIONS: The students in the high school and the college are organized into class clubs. In their meetings throughout the year, they and their sponsors plan and carry out social and other class programs.

SCIENCE SYMPOSIUM CLUB: The objective of this club is to keep abreast of the new scientific developments through current literature and activities. This organization is composed of science majors and other students who are interested in the objectives of the club.

ATHLETICS: The school provides opportunities for students to participate in both inter-scholastic and intra-mural athletics. Varsity teams are sponsored for football, basketball and track. Physical fitness, good sportsmanship and teamwork are stressed. Letters are awarded players who prove themselves worthy.

MUSICAL ORGANIZATIONS: Students with musical ability are afforded many opportunities to develop their talents at Coahoma Junior College and Agricultural High School.

*The Choir* is a volunteer organization designed to give students an opportunity to participate in group singing. This organization introduces students to the best in church and classical music. Upon the permission of the Director students of any classification may join. The choir participates in state meetings and festivals, gives concerts on and off campus, and renders music for Sunday Vespers.

*The Band*: The institution's band is composed of elementary, high school and junior college students. Under its competent director it has achieved acclaim for its proficiency. It is a very popular and essential part of campus and off-campus activities.

Some of the band appearances include: Annual Spring Concert, appearances at football games, 4-H club rallies, Christmas parades, the Memphis Cotton Makers' Jubilee and state festivals. The band originated and sponsors annually the North Delta Band Clinic.

STUDENT COUNCIL: The Coahoma Junior College and Agricultural High School Student Council serves as an instrument in democratic education. It provides for student participation in school government; establishes better student-teacher relationships; affords training in citizenship, and insures a sincere respect for the aims and objectives of Coahoma Junior College and Agricultural High School. It is composed of class and club representatives from the high school and college divisions and a faculty advisor from each division. The Coahoma Junior College and Agricultural High School is a member of the Regional Association of Student Councils.

*The Coahoman* is the school yearbook published annually by a selected student staff. It succeeds *The Aggian* which was edited formerly by the Agricultural High School.

THE FORUM: The weekly forums under the sponsorship of the

Social Science Department provide opportunity for students to make use of current reading materials in discussing vital social problems.

# PROGRAM OF STUDIES

## CURRICULA NOTICE

During the 1952-1953 school year the junior college curriculum was expanded to meet the needs of an increased student enrollment and the new requirements of the state for teacher certification. In 1956 and in 1959 the curriculum was further broadened to include additional courses in general education.

These increased offerings are incorporated in the curricula listed in this edition of the bulletin.

## GENERAL EDUCATION

To achieve the objectives of Coahoma Junior College, a basic core of general education courses is provided students in all areas. These courses are designed to provide a body of knowledge which will develop aesthetic appreciation, understanding of the world in which we live, sound social, moral and spiritual values, effective communication skills, wise use of scientific knowledge, and a balanced appreciation of man's relation to his environment. To this end an effort is made to show the ever present inter-relatedness of art, music, literature, science, communication and the social sciences.

*COAHOMA JUNIOR COLLEGE MEETS STATE TEACHER EDUCATION AND CERTIFICATION REQUIREMENTS*

## GENERAL EDUCATION

### BASIC TO ALL CURRICULA AND CERTIFICATES

| STATE REQUIREMENTS | *Quarter Hours* | COAHOMA JUNIOR COLLEGE CORRESPONDING REQUIREMENTS | *Quarter Hours* |
|---|---|---|---|
| English | 16 | English 101-102-103 Oral and Written Expression | 9 |
| | | English 201-202-203 World Literature | 9 |
| | | | 18 |
| Fine Art (Not required for certificate in art, music and elementary education) | 4 | Fine Art 103 | 4 |
| | | Art 101 — Fundamentals | 2 |
| | | Art 102 — Introduction to Arts and Crafts | 2 |
| | | | 8 |
| Health and Physical Education | | Health 101 — Personal Hygiene | 3 |
| Personal Hygiene and Community Health | 4 | Health 102 — Community | 3 |
| Physical Education and Related Activities | 4 | Physical Education 101-102-103 Fundamentals in Recreation | 3 |
| | 8 | Physical Education 201-202-203 | 3 |
| | | | 12 |
| Science | | Bioolgical Science 101-102-103 | 9 |
| Biological Science | 8 | Physical Science 201202-203 | 9 |
| Physical Science | 8 | Mathematics 201-202 | 6 |
| 4 quarter hours may be Mathematics | 16 | | 24 |
| Social Studies | | Social Science 101-102 Introduction to Social Science | 6 |
| Survey of World History | 8 | | |
| American History | | Social Science 103 Human Geography | 3 |
| Religion | | | |
| Geography | | | |
| Political Science | 8 | Social Science 201-202-203 World Hisory | 9 |
| Psychology (general or social) | | | 18 |
| Sociology | | | |
| Economics | | | |
| Philosophy | 16 | | |
| Speech | 4 | English 205 — Public Speaking | 4 |
| Electives to be chosen from areas listed above | 8 | | |
| TOTAL | 72 | | 93 |

## PROFESSIONAL EDUCATION
### Elementary Level

| STATE REQUIREMENTS FOR 4 YEARS | *Quarter Hours* | COAHOMA JUNIOR COLLEGE CORRESPONDING REQUIREMENTS | *Quarter Hours* |
|---|---|---|---|
| Professional Education (General) | | Education 102-103 Human Growth and Development | 6 |
| Human Growth & Development | 4 | | |
| Teaching of Reading | 4 | | |
| General Elementary Methods | 4 | Education 101 — Orientation to Teaching | 3 |
| Directed Teaching in the Elementary Grades* | 8 | | |
| Electives | 8 | | |
| | 28 | | 9 |

* Five years of teaching experience in the elementary field may be substituted in lieu of Directed Teaching, but the applicant must have a total of 28 quarter hours in professional education.

## SPECIALIZED ELEMENTARY EDUCATION

| STATE REQUIREMENTS FOR 4 YEARS | *Quarter Hours* | COAHOMA JUNIOR COLLEGE CORRESPONDING REQUIREMENTS | *Quarter Hours* |
|---|---|---|---|
| Elementary Education | | | |
| Music for Children | 4 | Music 203 Music for Children | 4 |
| Art for Children | 4 | | |
| Literature for Children | 4 | Music 201-202 Music Fundamentals | 4 |
| Arithmetic for Children | 4 | | |
| Social Studies for Children | 4 | English 204 Literature for Children | 4 |
| Science for Children | 4 | | |
| Elective | 4 | | |
| TOTAL | 28 | | 12 |

# COAHOMA JUNIOR COLLEGE CURRICULA

## ELEMENTARY TEACHER EDUCATION

### FRESHMAN YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 101 Oral and Written Expression | 3 - 3 | English 102 Oral and Written Expression | 3 - 3 | English 103 Oral and Written Expression | 3 - 3 |
| Education 101 Orientation to Teaching | 3 - 3 | Education 102 Human Growth and Development | 3 - 3 | Education 103 Human Growth and Development | 3 - 3 |
| Social Science 101 Introduction to Social Science | 3 - 3 | Social Science 102 Introduction to Social Science | 3 - 3 | Social Science 103 Human Geography | 3 - 3 |
| Health 101 Personal Hygiene | 3 - 3 | Health 102 Community Health | 3 - 3 | Personal and Family Living | 4 - 3 |
| Science 101 Biological Science | 4 - 3 | Science 102 Biological Science | 4 - 3 | Science 103 Biological Science | 4 - 3 |
| Physical Education 101 Fundamentals in Recreation | 2 - 1 | Physical Education 102 Fundamentals in Recreation | 2 - 1 | Physical Education 103 Fundamentals in Recreation | 2 - 1 |
| Education 100 Orientation and Guidance | 1 - R | | | | |
| | 19-16 | | 18-16 | | 19-16 |

# ELEMENTARY TEACHER EDUCATION

## SOPHOMORE YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 201<br>World Literature | 3 - 3 | English 202<br>World Literature<br>and/or | 3 - 3 | English 203<br>World Literature<br>and/or | 3 - 3 |
| Art 101<br>Art Fundamentals | 3 - 2 | English 204<br>Children's Literature | 4 - 4 | English 205<br>Public Speaking | 4 - 4 |
| Social Science 201<br>World History | 3 - 3 | Social Science 202<br>World History | 3 - 3 | Social Science 203<br>World History | 3 - 3 |
| Mathematics 201<br>General Mathematics<br>for Teachers | 3 - 3 | Mathematics 202<br>General Mathematics<br>for Teachers | 3 - 3 | Art 102<br>Introduction to the<br>Arts and Crafts | 3 - 2 |
| Science 201<br>Physical Science | 4 - 3 | Science 202<br>Physical Science | 4 - 3 | Science 203<br>Physical Science | 4 - 3 |
| Physical Education 201<br>Organizing and Conducting<br>Recreational Activities | 2 - 1 | Physical Education 202<br>Organizing and Conducting<br>Recreational Activities | 2 - 1 | Physical Education 203<br>Folk Dancing | 2 - 1 |
| Music 201<br>Fundamentals in Music | 4 - 2 | Music 202<br>Fundamentals in Music | 4 - 2 | Music 203<br>Music for Children | 5 - 4 |
| | 22 - 17 | | 19 - 15<br>or<br>23 - 19 | | 20 - 16<br>or<br>21 - 17 |

# EDUCATION

## TEACHER EDUCATION

The work in Teacher Education aims to develop the kinds of teachers and leaders who are concerned about the improvement of living in Mississippi, *viz*: better diets, better health and better human relations. The economic level of the masses of Mississippians can be raised by an educational program focused on these problems when developing the basic skills, attitudes and appreciations.

The college seeks to coordinate the agencies into a community program of action which arises out of the felt needs of the people and grows as they plan and work with the local Jeanes teachers and rural teachers in their planning conferences and monthly meetings, thereby getting first hand experiences with the problems of teachers. We believe that teachers who are concerned about persistent problems of this area can, by working with local agencies, lay people, youth and children, improve living in the state, if a practical approach to these problems is made.

ORIENTATION AND GUIDANCE 100: This course is required and is designed to acquaint all freshmen with the Junior College program and to assist them in becoming well adjusted members of the student body. Those skills and techniques which will help the entering class to become more effective students will be covered by means of films, lectures and class discussions. The course further aims to assist students in analyzing their own interests, aptitudes and personal qualities, and to evaluate these in terms of a choice of vocation and life adjustment. One hour per week. No credit.

EDUCATION 101 (Orientation to Teaching): An introductory course surveying the field of education, historical background of education, aims of education, principles and techniques of teaching, the American school system, philosophies of education; includes also an over-view of the teaching profession with emphasis on the teacher's role in contemporary society.

The activities include observations and study of children both in and out of school. The student is made acquainted with the work of teaching by experiences with the literature in the field of teaching; through contacts with teachers, administrators and lay people; by familiarizing themselves with textbooks, manuals and other teaching materials and by participation in the total school program.

First Quarter, Freshman Year. Three quarter hours credit.

EDUCATION 102—Education 103 (Human Growth and Development): Emphasizes observation and study of children by first hand contacts. Consideration is also given the social development of specific children, and the factors that affect the behavior of children during growth and development. An effort is made to have students value each child for what he is at present, and to appraise the child's acts in terms of his particular needs.

Through observation and study of children and adults the knowledge of human growth and development is made more meaningful. These courses seek to have students understand why children and adults behave as they do, how personality may be developed, how the facts of human growth may be used in more effective teaching, pupil discipline and school organization. Emphasis is placed on the psychology of getting along with people.

This knowledge of children and adults is gained in many ways through observation on playgrounds, in the elementary school, in homes, neighborhood, Sunday School, in the gymnasium, in the cafeteria and in the library.

Attention is given to physical, social and emotional growth. Problem solving, the psychological factors of work and child guidance are studied. The mental health of the teacher and child as they relate to the learning process is considered. The second quarter of work emphasizes the interests, needs and learning processes of children.

Two quarters, three hours per week. Credit: Education 102—3 quarter hours; Education 103—3 quarter hours.

## ART

The aim of the art courses is not to learn how to paint, draw or construct alone, but to have art become an essential part of the students' education. The developing of the whole individual is of un-neglectful importance. His needs become that of a Total Experience. We seek to establish an art background in which aesthetic values will promote a true sense of that Total Experience.

ART 101 (Fundamentals): This course is designed to prepare a foundation of art principles upon which to build a structure of endurable practices. The use of the Art Elements in their relationship to color, line, shape, texture, form, proportion, and balance to daily living is emphasized. Visual Aids are employed to acquaint students with good usage of art elements and principles in the home, school and the community.

One quarter, three hours per week. Two quarter hours credit.

ART 102 (Arts and Crafts): This course is designed to acqaint students with various methods of expressions through the use of various media.

Emphasis is placed on the minor crafts such as elementary clay modeling, papier-mache and plaster; leather craft, puppet construction, ceramic jewelry, metal jewelry; elementary drawings using charcoal, pencil, chalk and crayon; block printing, silk screen printing and others. Various salvage and field materials are use in carrying out projects in this course. ART 101 is a prerequisite to this course.

One quarter, three hours per week. Two quarter hours credit.

FINE ART 103: A course designed to perpetuate cultural knowledge and appreciation of art as it is related to the paintings of the Masters, Architecture, Sculpture, and the Minor Arts. Critical analysis and research become measures by which the students formulate their theories into facts. Visual aids are indispensable in this course and are used extensively.

On quarter, three hours per week. Three quarter hours credit.

## MUSIC

MUSIC 101 Appreciation: This course is designed to give a general survey of the progress of music from early civilization to the present day by means of discussions and illustrations of all forms of music composition. Supplementary reading and reports are required and reproduced; devices such as phonograph and radio are used. Since the basis of appreciation is understanding the music, opportunity is given for experiences which will develop a fuller understanding.

Three quarter hours credit. Three recitations per week.

MUSIC 201 Fundamentals: Sophomore year. Two quarter hours credit. Four hours per week.

MUSIC 202 Fundamentals: Sophomore year. Two quarter hours credit. Four hours per week.

MUSIC 203 Music for Children: This course is especially designed for those students who plan to teach in the elementary grades. It deals with the fundamentals of music, and a knowledge of the materials and methods of teaching music—particultrly in the lower elementary grades. Four quarter hours credit. Five times per week.

# SECONDARY TEACHER EDUCATION

## MAJOR IN ENGLISH

### FRESHMAN YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 101 Oral and Written Expression | 3 - 3 | English 102 Oral and Written Expression | 3 - 3 | English 103 Oral and Written Expression | 3 - 3 |
| Science 101 Biological Science | 4 - 3 | Science 102 Biological Science | 4 - 3 | Science 103 Biological Science | 4 - 3 |
| Foreign Language 101 | 4 - 4 | Foreign Language 102 | 4 - 4 | Foreign Language 103 | 4 - 4 |
| Education 101 Orientation to Teaching | 3 - 3 | Mathematics 101 General Mathematics | 3 - 3 | Mathematics 102 General Mathematics | 3 - 3 |
| Social Science 101 Introduction to Social Science | 3 - 3 | Social Science 102 Introduction to Social Science | 3 - 3 | Social Science 103 Human Geography | 3 - 3 |
| Physical Education 101 Fundamentals in Physical Education | 2 - 1 | Physical Education 102 Fundamentals in Physical Education | 2 - 1 | Physical Education 103 Fundamentals in Physical Education | 2 - 1 |
| Education 100 Orientation and Guidance | 1 - R | | | | |
| | 20 - 17 | | 19 - 17 | | 19 - 17 |

## MAJOR IN ENGLISH

### SOPHOMORE YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 201<br>World Literature | 3 - 3 | English 202<br>World Literature | 3 - 3 | English 203<br>World Literature | 3 - 3 |
| Foreign Language 201 | 3 - 3 | Foreign Language 202 | 3 - 3 | Foreign Language 203 | 3 - 3 |
| Social Science 201<br>World History | 3 - 3 | Social Science 202<br>World History | 3 - 3 | Social Science 203<br>World History | 3 - 3 |
| Art 101<br>Art Fundamentals | 3 - 2 | Art 102<br>Introduction to the Arts and Crafts | 3 - 2 | Fine Art 103 | 4 - 4 |
| Science 201<br>Physical Science | 4 - 3 | Science 202<br>Physical Science | 4 - 3 | Science 203<br>Physical Science | 4 - 3 |
| Health 101<br>Personal Hygiene | 3 - 3 | Health 102<br>Community Health | 3 - 3 | | |
| Physical Education 201<br>Organizing and Conducting Recreational Activities | 2 - 1 | Physical Education 202<br>Organizing and Conducting Recreational Activities | 2 - 1 | Physical Education 203<br>Recreational Activities | 2 - 1 |
| | 21 - 18 | | 21 - 18 | | 18 - 17 |

## ENGLISH

ENGLISH 100 Remedial: For students who show a deficiency in the fundamentals of grammar, comprehension, writing skill and composition.

First quarter, Freshman year. No credit.

ENGLISH 101, 102, 103 Oral and Written Expression: A review of the fundamentals of grammar and spelling, sentence structure and punctuation; theme writing with special emphasis on paragraph writing, dictionary study and vocabulary building. Special emphasis is placed on the expository theme, research paper and on oral expression.

Three quarters, three hours per week. Three quarter hours credit each quarter.

ENGLISH 201, 202, 203 World Literature: The study of World Literature will seek to show that literature is the expression of great tempers (moods) which have dictated the artistic expression of mankind. The tempers supply the basic approach to literature used in this study. "The Temper of Classicism," which is characterized by restraint, decorum and intelligence, "The Temper of Romanticism," which is largely made up of exuberance, enthusiasm and emotions, and "The Temper of Realism," which is distinguished by facts, science and an objective reporting of life.

The work of the first quarter will deal with "The Temper of Classicism," the second quarter will deal with "The Temper of Romanticism," and the third quarter will deal with "The Temper of Realism."

The procedure involves lecture, oral readings, book readings, book reviews, creative writings, and individual research. Auditory and visual aids are employed.

Three quarters, three hours per week. Credit: Three quarter hours each quarter.

ENGLISH 204 Literature for Children: In this course emphasis is placed on the reading and evaluation of literature for children. The student develops ability to select, interpret, and present literature to children in such a way as to get the greatest return in enjoyment and permanent reading habits.

Second quarter, Sophomore year. Four quarter hours credit. Four days per week.

ENGLISH 205 Public Speaking: This course is designed to give the student practical knowledge in the theory and practice of speech in everyday life. The fundamental principles of oral communication, pronounciation, distinct articulation, voice control, and speech construction and organization are discussed and put into practice. Wire recordings of the practice speeches give the student an opportunity for self-analysis of his speech needs and abilities. Above all, the student is given an opportunity to develop poise, self-confidence and personality.

## FRENCH

ELEMENTARY 101: This course is designed to give the student the fundamentals of the language through basic grammar, correct pronunciation of a basic vocabulary, and sentence structure.

Credit: Four quarter hours. Four hours per week.

INTERMEDIATE 102, 103: A continuation of the previous course with selected reading materials as well as dictation and additional vocabulary for conversation.

Credit: Four quarter hours per quarter. Four hours per week.

ADVANCED 201, 202, 203: Prerequisite, 103 French. The literature of France is stressed through selected classics. Translations are required thus giving the student an appreciation of French authors and their works. Poems and portions of plays are read and discussed. It is to be expected that the student has built up a large enough vocabulary to read, discuss and enjoy some of the works of Corneille, Racine and Moliere in drama form and the poems of modern and romantic writers.

Credit: Three quarter hours per quarter. Three hours per week.

# BUSINESS EDUCATION

## MAJOR IN BUSINESS ADMINISTRATION

### FRESHMAN YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 101 Oral and Written Expression | 3 - 3 | English 102 Oral and Written Expression | 3 - 3 | English 103 Oral and Written Expression | 3 - 3 |
| Social Science 101 Introduction to Social Science | 3 - 3 | Social Science 102 Introduction to Social Science | 3 - 3 | Social Science 103 Human Geography | 3 - 3 |
| Introduction to Business | 4 - 4 | Education 102 Human Growth and Development | 3 - 3 | Education 103 Human Growth and Development | 3 - 3 |
| Physical Education 101 Fundamentals in Recreation | 2 - 1 | Physical Education 102 Fundamentals in Recreation | 2 - 1 | Physical Education 103 Fundamentals in Recreation | 2 - 1 |
| Typing 101 Eelementary | 5 - 2 | Typing 102 Elementary | 5 - 2 | Typing 103 Elementary | 5 - 2 |
| Shorthand 101 Elementary | 5 - 2 | Shorthand 102 Elementary | 5 - 2 | Shorthand 103 Elementary | 5 - 2 |
| Education 100 Orientation and Guidance | 1 - R | | | | |
| Biology 111 Zoology or Biology 101 | 6 - 4 | Biology 112 Zoology or Biology 102 | 6 - 4 | Biology 113 Botany or Biology 103 | 6 - 4 |
| Biological Science | 4 - 3 | Biological Science | 4 - 3 | Biological Science | 4 - 3 |
| | 29 - 19 or 27 - 18 | | 27 - 18 or 25 - 17 | | 27 - 18 or 25 - 17 |

# BUSINESS EDUCATION

## MAJOR IN BUSINESS ADMINISTRATION

### SOPHOMORE YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 201<br>World Literature | 3 - 3 | English 202<br>World Literature | 3 - 3 | English 203<br>World Literature | 3 - 3 |
| Social Science 201<br>World History | 3 - 3 | Social Science 202<br>World History | 3 - 3 | Social Science 203<br>World History | 3 - 3 |
| Science 201<br>Physical Science | 4 - 3 | Science 202<br>Physical Science | 4 - 3 | Science 203<br>Physical Science | 4 - 3 |
| Mathematics 101<br>General Mathematics | 3 - 3 | Mathematics 102<br>General Mathematics | 3 - 3 | Fine Art 103 | 4 - 4 |
| Physical Education 201<br>Organizing and Conducting Recreation | 2 - 1 | Physical Education 202<br>Organizing and Conducting Recreation | 2 - 1 | Physical Education 203<br>Organizing and Conducting Folk Dancing | 2 - 1 |
| Typing 201<br>Advanced Typing | 5 - 2 | Typing 202<br>Advanced Typing | 5 - 2 | Typing 203<br>Advanced Typing | 5 - 2 |
| Shorthand 201<br>Advanced Shorthand | 5 - 2 | Shorthand 202<br>Advanced Shorthand | 5 - 2 | Shorthand 203<br>Advanced Shorthand | 5 - 2 |
| | 25 - 17 | | 25 - 17 | | 26 - 18 |

## BUSINESS EDUCATION – SECRETARIAL SCIENCE

### FRESHMAN YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 101 | 3 - 3 | English 102 | 3 - 3 | English 103 | 3 - 3 |
| Oral and Written Expression | | Oral and Written Expression | | Oral and Written Expression | |
| Social Science 101 | 3 - 3 | Social Science 102 | 3 - 3 | Social Science 103 | 3 - 3 |
| Introduction to Social Science | | Introduction to Social Science | | Human Geography | |
| Introduction to Business 101 | 4 - 4 | Education 102 | 3 - 3 | Education 103 | 3 - 3 |
| | | Human Growth and Development | | Human Growth and Development | |
| Science 101 | 4 - 3 | Science 102 | 4 - 3 | Science 103 | 4 - 3 |
| Biological Science | | Biological Science | | Biological Science | |
| or | | or | | or | |
| Biology 111 | 6 - 4 | Biology 112 | 6 - 4 | Biology 113 | 6 - 4 |
| Zoology | | Zoology | | Botany | |
| Physical Education 101 | 2 - 1 | Physical Education 102 | 2 - 1 | Physical Education 103 | 2 - 1 |
| Fundamentals in Physical Education | | Fundamentals in Physical Education | | Fundamentals in Physical Education | |
| Typing 101 | 5 - 2 | Typing 102 | 5 - 2 | Typing 103 | 5 - 2 |
| Elementary Typing | | Elementary Typing | | Elementary Typing | |
| Shorthand 101 | 5 - 2 | Shorthand 102 | 5 - 2 | Shorthand 103 | 5 - 2 |
| Elementary Shorthand | | Elementary Shorthand | | Elementary Shorthand | |
| Education 100 | 1 - R | | | | |
| Orientation and Guidance | | | | | |
| | 27 - 18 or 29 - 19 | | 25 - 17 or 27 - 18 | | 25 - 17 or 27 - 18 |

## MAJOR IN BUSINESS EDUCATION

### SECRETARIAL SCIENCE – SOPHOMORE YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 201 World Literature | 3 - 3 | English 202 World Literature | 3 - 3 | English 203 World Literature | 3 - 3 |
| Social Science 201 World History | 3 - 3 | Social Science 202 World History | 3 - 3 | Social Science 203 World History | 3 - 3 |
| Physical Education 201 Organizing and Con-Ducting Recreation | 2 - 1 | Physical Education 202 Organizing and Con-ducting Recreation | 2 - 1 | Physical Education 203 Folk Dancing | 2 - 1 |
| Secretarial Procedure 201 | 3 - 3 | Secretarial Procedure 202 | 3 - 3 | Secretarial Procedure 203 | 3 - 3 |
| Typing 201 Advanced Typing | 5 - 2 | Typing 202 Advanced Typing | 5 - 2 | Typing 203 Advanced Typing | 5 - 2 |
| Shorthand 201 Advanced Shorthand | 5 - 2 | Shorthand 202 Advanced Shorthand | 5 - 2 | Shorthand 203 Advanced Shorthand | 5 - 2 |
| Mathematics 101 General Mathematics | 3 - 3 | Mathematics 102 General Mathematics | 3 - 3 | Fine Arts 103 | 4 - 4 |
| | 24 - 17 | | 24 - 17 | | 25 - 18 |

## BUSINESS EDUCATION

INTRODUCTION TO BUSINESS 101: A survey of the field of business including a study of transportation, communication, banking and records. It also includes a study of the various forms of business organization and how they are operated individually and collectively.

Four hours per week. Credit: Four quarter hours.

TYPEWRITING 101, 102, 103 Elementary Typewriting: This course is designed to train beginners in correct habits of touch typewriting. It familiarizes them with the mechanism and care of typewriters, keyboard technique, drills to gain speed and accuracy in business correspondence. Thirty words per minute are required for credit in Typewriting 101, 102, and forty words per minute for credit in Typewriting 103.

Five hours per week for entire year: Credit: Six quarter hours per year.

TYPEWRITING 201, 202, 203 Advanced Typewriting: Detailed study of tabulation, composition, business forms, legal documents, contracts, etc. Speed requirements for 202, sixty words per minute. Prerequisite: Speed of forty words per minute, with a general knowledge of business and legal forms.

Five hours per week for entire year. Credit: Six hours for one year.

SHORTHAND 101, 102, 103 Elementary Shorthand: The theory and practices of principles of Gregg Shorthand including shorthand, penmanship, brief forms, supplementary reading, simple dictation, transcription, letter placement, and the technique of typewriting. Speed requirement is sixty words per minute with transcription rate of 25 words per minute.

Five hours per week for year. Credit: 6 quarter hours per year.

SHORTHAND 201, 202, 203 Advanced Shorthand: Review of shorthand dictation and intensive practice for speed and accuracy in taking dictation and transcription. Speed requirements at end

SECRETARIAL PROCEDURE 201, 202, 203: The aim of this course is to train students for office management and for positions as private secretaries. It includes the study of office methods and practices, the preparation of business papers and reports, dictation and transcriptions, the use of various office machines common to the modern business office, and a study of the various filing systems with sufficient laboratory work to develop skill in the operation of the systems.

Three hours per week for year. Credit: Nine quarter hours per year.

# MAJOR IN HEALTH AND PHYSICAL EDUCATION

## Freshman Year

| FIRST QUARTER | Credits |
|---|---|
| Health 101 Personal Hygiene | 3 - 3 |
| Physical Education 101 Fundamentals in Physical Education | 2 - 1 |
| English 101 Oral and Written Expression | 3 - 3 |
| Science 101 Biological or | 4 - 3 |
| Biology 111 General Zoology | 6 - 4 |
| Education 101 Orientation to Teaching | 3 - 3 |
| Social Science 101 Introduction to Social Science | 3 - 3 |
| Education 100 Orientation and Guidance | 1 - R |
| | 19 - 16 or 21 - 17 |

| SECOND QUARTER | Credits |
|---|---|
| Health 102 Community Health | 3 - 3 |
| Physical Education 102 Fundamentals in Physical Education | 2 - 1 |
| English 102 Oral and Written Expression | 3 - 3 |
| Science 102 Biological or | 4 - 3 |
| Biology 112 General Zoology | 6 - 4 |
| Mathematics 101 General Mathematics | 3 - 3 |
| Social Science 102 Introduction to Social Science | 3 - 3 |
| | 18 - 16 or 20 - 17 |

| THIRD QUARTER | Credits |
|---|---|
| Personal & Family Living 103 | 4 - 3 |
| Physical Education 103 Fundamentals in Physical Education | 2 - 1 |
| English 103 Oral and Written Expression | 3 - 3 |
| Science 103 Biological or | 4 - 3 |
| Biology 113 Botany | 6 - 4 |
| Mathematics 102 General Mathematics | 3 - 3 |
| Social Science 103 Human Geography | 3 - 3 |
| | 19 - 16 or 21 - 17 |

# MAJOR IN HEALTH AND PHYSICAL EDUCATION

## SOPHOMORE YEAR

| FIRST QUARTER | CREDITS |
|---|---|
| Health 221<br>Safety, First Aid and Massage | 3 - 3 |
| Physical Education 201<br>Organizing and Conducting Recreational Activities | 2 - 1 |
| Science 201<br>Physical Science<br>or | 4 - 3 |
| Chemistry 201<br>General Chemistry | 6 - 4 |
| Art 101<br>Art Fundamentals | 3 - 2 |
| English 201<br>World Literature | 3 - 3 |
| Social Science 201<br>World History | 3 - 3 |
| | 18 - 15<br>or<br>20 - 16 |

| SECOND QUARTER | CREDITS |
|---|---|
| Health 222<br>Mental Hygiene | 3 - 3 |
| Physical Education 202<br>Organizing and Conducting Recreational Activities | 2 - 1 |
| Science 202<br>Physical Science<br>or | 4 - 3 |
| Chemistry 202<br>General Chemistry | 6 - 4 |
| Art 103<br>Fine Art | 4 - 4 |
| English 202<br>World Literature | 3 - 3 |
| Social Science 202<br>World History | 3 - 3 |
| | 19 - 17<br>or<br>21 - 18 |

| THIRD QUARTER | CREDITS |
|---|---|
| Health 223<br>Principles of School Health | 3 - 3 |
| Physical Education 203<br>Folk Dancing | 2 - 1 |
| Science 203<br>Physical Science<br>or | 4 - 3 |
| Chemistry 203<br>General Chemistry | 6 - 4 |
| Science 213<br>Human Anatomy and Physiology | 4 - 3 |
| English 203<br>World Literature | 3 - 3 |
| Social Science 203<br>World History | 3 - 3 |
| | 19 - 16<br>or<br>21 - 17 |

## HEALTH AND PHYSICAL EDUCATION

HEALTH 101 (Personal Hygiene): The object of this course is to improve the individual habits and attitudes of the student. Through knowledge of anatomy and physiology and through practice of hygiene, the student can develop a set of health habits for life. Three recitations per week. Three quarter hours credit.

HEALTH 102 (Community Health): This course is intended to acquaint the student with the importance of environmental sanitation, *e.g.* milk control, water supply, sewage and garbage disposal, insect and rodent control and phases of industrial hygiene. A study is made of health organizations (official and non-official) and the role they play in improving the health of the community are also emphasized.

Second quarter. Three quarter hours credit. Three days per week.

HEALTH 221 Safety Education and First Aid: The course is designed to acquaint the student with safety procedures in preventing common accidents in the home, on the farm, on the highways, in industry, on the athletic field and playground. Major consideration is given to demonstration and practice of general first-aid care with specific stress placed on bandaging, the controlling of bleeding, administering artificial respiration, and the treatment of strains, bruises, wounds, sprains, and shock.

HEALTH 222 Mental Hygiene: This course is designed to give the student a concept of the importance of mental hygiene to daily living. Emphasis is placed upon examining and interpreting procedures for protecting and preserving the mental health of the individual through wholesome adjustment to the environment. Lectures, discussions, and review of case studies concerning the nature, causes, and treatment of pathological behavior. Observation trips shall be made to institutions for the care and treatment of mental patients.

HEALTH 223 Principles of School Health: The course is designed to acquaint the student with the total environment in which the child lives while at school. Emphasis is placed on classroom and school plant conditions that are conducive to healthful living. Discussion of the protective and corrective services in the school health program with stress on the teacher's contribution in-instruments, charts and techniques, first-aid and safety supplies, and school sanitation.

Three hours per week, three quarter hours credit.

PHYSICAL EDUCATION 101, 102, 103 Fundamentals of Recreation: Stresses fundamental skills in organized games, play, and other recreational activities that lead to physical fitness, social im-

provement, and development of moral character. Lectures, demonstration, and field work.

Freshman year. One hour credit each quarter. Two days per week.

PHYSICAL EDUCATION 201, 202, Recreational Leadership: Methods of teaching recreation at various grade levels, organization and promotion of recreational programs, athletic games and other activities related to the school. Consideration is also given play areas, equipment and supplies necessary for a well-rounded program in rural and urban schools. Lectures and field work.

First and second quarters, Sophomore year. One hour credit each quarter. Two days per week.

PHYSICAL EDUCATION 203 Folk Dancing: This class has a two-fold purpose: first, to offer the student a chance to enjoy the thrills derived from dancing and, second, to give the students an appreciation of the cultures of peoples through their dance.

Third quarter, Sophomore year. One hour credit. Two days per week.

# INDUSTRIAL ARTS

## FRESHMAN YEAR

| FIRST QUARTER | CREDITS |
|---|---|
| English 101 Oral and Written Expression | 3 - 3 |
| Education 101 Orientation to Teaching | 3 - 3 |
| Mathematics 101 General Mathematics | 3 - 3 |
| Industrial Arts 101 General Woodwork | 9 - 3 |
| Social Science 101 Introduction to Social Science | 3 - 3 |
| Industrial Arts III Mechanical Drawing | 6 - 2 |
| Physical Education 101 Fundamentals of Recreation | 2 - 1 |
| Education 100 Orientation and Guidance | 1 - R |
| | 30 - 18 |

| SECOND QUARTER | CREDITS |
|---|---|
| English 102 Oral and Written Expression | 3 - 3 |
| Education 102 Human Growth and Development | 3 - 3 |
| Mathematics 102 General Mathematics | 3 - 3 |
| Industrial Arts 102 General Woodwork | 9 - 3 |
| Social Science 102 Introduction to Social Science | 3 - 3 |
| Industrial Arts 112 Mechanical Drawing | 6 - 2 |
| Physical Education 102 Fundamentals of Recreation | 2 - 1 |
| | 29 - 18 |

| THIRD QUARTER | CREDITS |
|---|---|
| English 103 Oral and Written Expression | 3 - 3 |
| Education 103 Human Growth and Development | 3 - 3 |
| Mathematics 211 | 5 - 4 |
| Industrial Arts 103 General Woodwork | 9 - 3 |
| Social Science 103 Human Geography | 3 - 3 |
| Industrial Arts 103 Mechanical Drawing | 6 - 2 |
| Physical Education 103 Fundamentals of Recreation | 2 - 1 |
| | 31 - 19 |

# INDUSTRIAL ARTS

## SOPHOMORE YEAR

| FIRST QUARTER | CREDITS |
|---|---|
| English 201 World Literature | 3 - 3 |
| Social Science 202 World History | 3 - 3 |
| Science 201 Physical Science | 4 - 3 |
| or | |
| Chemistry 201 General | 6 - 4 |
| Mathematics 212 Algebra | 5 - 4 |
| Industrial Arts 201 Advanced Woodwork | 9 - 3 |
| Industrial Arts 211 Architectural Drawing | 6 - 2 |
| | 30 - 18 or 32 - 19 |

| SECOND QUARTER | CREDITS |
|---|---|
| English 202 World Literature | 3 - 3 |
| Social Science 203 World History | 3 - 3 |
| Science 202 Physical Science | 4 - 3 |
| or | |
| Chemistry 202 General | 6 - 4 |
| Mathematics 213 Trigonometry | 5 - 5 |
| Industrial Arts 202 Advanced Woodwork | 9 - 3 |
| Industrial Arts 212 Architectural Drawing | 6 - 2 |
| | 30 - 19 or 32 - 20 |

| THIRD QUARTER | CREDITS |
|---|---|
| English 203 World Literature | 3 - 3 |
| Social Science 204 World History | 3 - 3 |
| Science 203 Physical Science | 4 - 3 |
| or | |
| Chemistry 203 General | 6 - 4 |
| Industrial Arts 203 General Arts and Crafts | 9 - 3 |
| Industrial Arts 213 Architectural Drawing | 6 - 2 |
| | 30 - 18 or 32 - 19 |

## INDUSTRIAL ARTS

INDUSTRIAL ARTS 101, 102, 103 General Woodwork: This course has as its greatest objective the development of creative worthwhile projects. It includes the fundamentals of Carpentry and Cabinetmaking and teaches how to use and care for all the shop machines and tools. Special emphasis is placed on job planning, construction procedures and finishing.

Six hours laboratory. Three hours lecture. Three quarter hours credit.

INDUSTRIAL ARTS 201 Advanced Woodwork: Construction of small buildings and projects from drawing or blue prints, care and maintenance of power machines, construction and repair of furniture, wood turning and finishing.

Six hours laboratory. Three lectures. Three quarter hours credit.

202—Continuation of 201.

Students are required to select a special phase of work for intensive study and a written report.

Six hours laboratory. Three lectures. Three quarter hours credit.

203 GENERAL ARTS AND CRAFTS: Continuation of 202 with the addition of leathercraft and plastics. These courses provide students with the opportunity to work toward a bachelor's degree for teaching industrial arts as well as preparing those who intend to enter into industrial and commercial activities. Six hours laboratory, three lectures. Three quarter hours credit.

INDUSTRIAL ARTS 111 Mechanical Drawing: Use and care of instruments, lettering, orthographic projections, tracing and blue printing. Four hours laboratory, two hours lecture. Two quarter hours credit.

INDUSTRIAL ARTS Mechanical Drawing: Lettering, cabinet and isometric projections, freehand sketching and perspective. Prerequisites: Industrial Arts 111 or equivalent. Four hours laboratory, two hours lecture. Two quarter hours credit.

INDUSTRIAL ARTS 113 Advanced Mechanical Drawing: Application of the principles of mechanical drawing in practical problems. Prerequisites: Industrial Arts 111 and 112 or equivalent. Four hours laboratory, two hours lecture. Two quarter hours credit.

INDUSTRIAL ARTS 211 Architectural Drawing: Lettering, elements of drafting room practice, design, materials and planning of small structures. Prerequisite: Industrial Arts 113 or equivalent. Four hours laboratory, two hours lecture. Two quarter hours credit.

INDUSTRIAL ARTS 212 Architectural Drawing: The planning of a one-story frame residence with plans, elevations, details, sections, tracing, blue prints and specifications. Prerequisite: Industrial Arts 211. Four hours laboratory, two hours lecture. Two quarter hours credit.

INDUSTRIAL ARTS 213 Architectural Drawing: The planning of a two-story brick building with plan, elevations, details, sections, perspective or model, and specifications. Prerequisite: Industrial Arts 212. Four hours laboratory, two hours lecture. Two quarter hours credit.

# MAJOR IN MATHEMATICS

## FRESHMAN YEAR

| FIRST QUARTER | CREDITS |
|---|---|
| English 101 Oral and Written Expression | 3 - 3 |
| Mathematics 211 Algebra | 5 - 4 |
| Social Science 101 Introduction to Social Science | 3 - 3 |
| Biology 111 General Zoology | 6 - 4 |
| Physical Education 101 Fundamentals in Physical Education | 2 - 1 |
| Education 100 Orientation & Guidance | 1 - R |
| | 20 - 15 |

| SECOND QUARTER | CREDITS |
|---|---|
| English 102 Oral and Written Expression | 3 - 3 |
| Mathematics 212 Algebra | 5 - 4 |
| Social Science 102 Introduction to Social Science | 3 - 3 |
| Biology 112 Zoology | 6 - 4 |
| Physical Education 102 Fundamentals in Physical Education | 2 - 1 |
| | 19 - 15 |

| THIRD QUARTER | CREDITS |
|---|---|
| English 103 Oral and Written Expression | 3 - 3 |
| Mathematics 213 Plane Trigonometry | 5 - 5 |
| Social Science 103 Human Geography | 3 - 3 |
| Biology 113 Botany | 6 - 4 |
| Physical Education 103 Fundamentals in Physical Education | 2 - 1 |
| | 19 - 16 |

## MAJOR IN MATHEMATICS

### SOPHOMORE YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| Mathematics 221<br>Plane Analytic Geometry | 5 - 5 | Mathematics 222<br>Calculus I | 5 - 5 | Mathematics 223<br>Calculus II | 5 - 5 |
| English 201<br>World Literature | 3 - 3 | English 202<br>World Literature | 3 - 3 | English 203<br>World Literature<br>and/or | 3 - 3 |
| Social Science 201<br>World History | 6 - 4 | Social Science 202<br>World History | 3 - 3 | English 205<br>Public Speaking | 4 - 4 |
| Chemistry 201<br>General Chemistry | 6 - 4 | Chemistry 202<br>General Chemistry | 6 - 4 | Social Science 203<br>World History | 3 - 3 |
| Physical Education 201<br>Organizing and Conducting Recreational Activities | 2 - 1 | Physical Education 202<br>Organizing and Conducting Recreational Activities | 2 - 1 | Chemistry 203<br>General Chemistry | 6 - 4 |
| Art 101<br>Art Fundamentals | 3 - 2 | Art 102<br>Introduction to the Arts and Crafts | 3 - 2 | Physical Education 203<br>Folk Dancing | 2 - 1 |
| | 22 - 18 | | 22 - 18 | | 19 - 16<br>or<br>20 - 17 |

## MATHEMATICS

PHILOSOPHY AND OBJECTIVES OF THE DEPARTMENT: The world today demands more mathematical knowledge from more people than the world oy yesterday; and the world of tomorrow will make still greater demands. The number of citizens skilled in mathematics must be greatly increased, because an understanding of the role of mathematics in our society is now a prerequisite for intelligent citizenship. Also, since no one can predict with certainty his future profession or which mathematical skills his profession will require it is important that mathematics be taught in a manner which will allow the student in later life to learn the new mathematical approaches, adapt and apply them in an unlimited number of ways and under any circumstances.

To achieve these goals in our curriculum and teaching, we attempt to: () provide the individual with a broad media for self-expression, self-satisfaction, personal achievement, and intelligent participation in our diversified society; (2) meet the mathematical needs of prospective teaching education majors (as required for further study in the senior colleges); (3) develop fundamental skills in general arithmetic and a concept of numerical processes in the broad field of commerce; (4) and develop a substantial basis for potential majors in the natural sciences, mathematics and associated scientific areas.

MATHEMATICS 100 Remedial: For students who do not have a sufficient mastery of fundamental mathematics as revealed by classification tests or class work.

Lectures and recitation. No credit.

MATHEMATICS 101, 102 General Mathematics: A sequence in basic mathematics including units of study from arithemetic and algebra in Mathematics 101 and geometry and trigonometry in Mathematics 102.

First, second and third quarters. Three hours per week. Three quarter hours credit per quarter.

MATEMATICS 201, 202 Mathematics for Teachers: It is the aim of this course to present to prospective teachers recent authoritatative findings; develop new skills and techniques in the teaching of arithmetic; improve their accuracy and facility in applying the fundamentals and operations and concepts of mathematics in everyday practices (and meet the minimum mathematics requirements of the senior colleges).

First and second quorters. Three hours per week. Three quarter hours credit per quarter.

MATHEMATICS 211, 212 College Algebra: This course consists of a comprehensive study of the number system, fundamental operations, powers and roots, first and second degree equations, deter-

minants, progressions, the binominal theorem, inqeualities, and functions and their graphs.

First and second quarters. Five hours per week. four quarter hours credit.

213 PLANE TRIGONOMETRY: In this course an analysis is made of the trigonometric functions, radian measures of angles, variations and graphs of the functions, solution of right triangles, trigonometric equations, the general triangle, and complex numbers.

Third quarter. Five hours per week. Five quarter hours credit.

311 PLANE ANALYTIC GEOMETRYS A study of the relationship of algebra to geometry. Emphasis is given to coordinate curves, loci, and the properties of the straight line, circle, and conic sections.

One quarter. Five hours per week. Five quarter hours credit.

313, 313 CALCULUS I AND II: This is a two-quarter course correlating the elementary concepts of differential and integral calculus. Calculus I takes up differentiation of functions with various applications. Calculus II takes up integration, infinite series, and other applications.

Two quarters. Five hours per week. Five quarter hours credit.

# MAJOR IN SCIENCE

## FRESHMAN YEAR

| FIRST QUARTER | CREDITS |
|---|---|
| English 101 Oral and Written Expression | 3 - 3 |
| Biology 111 General Zoology | 6 - 4 |
| Social Science 101 Introduction to Social Science | 3 - 3 |
| Physical Education 101 Fundamentals in Physical Education | 2 - 1 |
| Education 101 Orientation to Teaching | 3 - 3 |
| Health 101 Personal Health | 3 - 3 |
| Education 100 Orientation and Guidance | 1 - R |
| | 21 - 17 |

| SECOND QUARTER | CREDITS |
|---|---|
| English 102 Oral and Written Expression | 3 - 3 |
| Biology 112 General Zoology | 6 - 4 |
| Social Science 102 Introduction to Social Science | 3 - 3 |
| Physical Education 102 Fundamentals in Physical Education | 2 - 1 |
| Mathematics 101 General Mathematics | 3 - 3 |
| Health 102 Community Health | 3 - 3 |
| | 20 - 17 |

| THIRD QUARTER | CREDITS |
|---|---|
| English 103 Oral and Written Expression | 3 - 3 |
| Biology 113 Botany | 6 - 4 |
| Social Science 103 Human Geography | 3 - 3 |
| Physical Education 103 Fundamentals in Physical Eduation | 2 - 1 |
| Mathematics 102 General Mathematics | 3 - 3 |
| Personal and Family Living 103 | 4 - 3 |
| | 21 - 17 |

# MAJOR IN SCIENCE

## SOPHOMORE YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 201<br>World Literature | 3 - 3 | English 202<br>World Literature | 3 - 3 | English 203<br>World Literature | 3 - 3 |
| Social Science 201<br>World History | 3 - 3 | Social Science 202<br>World History | 3 - 3 | Social Science 203<br>World History | 3 - 3 |
| Chemistry 201<br>General Chemistry | 6 - 4 | Chemistry 202<br>General Chemistry | 6 - 4 | Chemistry 203<br>General Chemistry | 6 - 4 |
| Mathematics 211<br>Algebra | 5 - 4 | Mathematics 212<br>Algebra | 5 - 4 | Mathematics 213<br>Plane Trigonometry | 5 - 5 |
| Physical Education 201<br>Organizing and Conducting Recreational Activities | 2 - 1 | Physical Education 202<br>Organizing and Conducting Recreational Activities | 2 - 1 | Physical Education 203<br>Folk Dancing | 2 - 1 |
| Art 101<br>Art Fundamentals | 3 - 2 | Art 103<br>Fine Art | 4 - 4 | | |
| | 22 - 17 | | 22 - 18 | | 19 - 16 |

## SCIENCE

Realizing the values of the utilization and the preservation of human and natural resources to an economy; the importance of scientific knowledge to daily living, the influence of science on a democratic society; and the impact of science on the world as a whole, the Science Area attempts to provide a broad basic first and second-year college program in the sciences which will help each student develop into a more intelligent and useful citizen.

The Science Area offers courses in Biology, Chemistry and Physical Science. This Area proposes (1) to provide each student with opportunities to secure a broad basic first and second-year college education in the sciences and (2) to give special attention and guidance to students desiring to continue their education in the various fields of science.

BIOLOGY 101, 102, 103 Biological Science: This course aims to acquaint the student with the fundamental principles of biological science with functional applications in daily living. Laboratory work is based upon concrete, functional learning experiences.

Three quarters, four hours per week. Three quarter hours credit each quarter.

BIOLOGY 111, 112, 113 Zoology and Botany: An introduction to the study of plants and animals, with emphasis upon major biological principles. In Botany, the structure and function of higher plants, followed by a survey of the plant kingdom from the algae through seed plants are considered. In Zoology, the structure and function with a survey of the animal kingdom from the protozoa through the chordates are the important phases. Laboratory work and field trips are major aspects of the course.

Three quarters, six hours per week. Four quarter hours credit each quarter.

BIOLOGY 221 Human Anatomy and Physiology: This course deals with the structure of the human body in general with particular emphasis on the functions of various organs and systems. Prerequisites: Biology 101, 102, 103 or Biology 111, 112, 113.

One quarter, four hours per week. Three quarter hours credit.

CHEMISTRY 201, 202, 203 General Chemistry: An introductory course is designed to acquaint the student with the basic laws and theories of chemistry, and their applications in everyday life. Special emphasis is placed on the practical work done by the student in the laboratory.

Three quarters, six hours per week. Four quarter hours credit each quarter.

SCIENCE 201, 202, 203 Physical Science: This course emphasizes the practical applications of the prrinciples and techniques of physical science: Chemistry, geology, meteorology, and physics in the household, in agriculture, industry, in consumer education and in understanding the world in which we live. Emphasis is placed on individual laboratory werk.

Three quarters, four hours per week. Three quarter hours credit each quarter.

# MAJOR IN SOCIAL SCIENCE

## FRESHMAN YEAR

| FIRST QUARTER | CREDITS | SECOND QUARTER | CREDITS | THIRD QUARTER | CREDITS |
|---|---|---|---|---|---|
| English 101<br>Oral and Written Expression | 3 - 3 | English 102<br>Oral and Written Expression | 3 - 3 | English 103<br>Oral and Written Expression | 3 - 3 |
| Science 101<br>Biological Science | 4 - 3 | Science 102<br>Biological Science | 4 - 3 | Science 103<br>Biological Science | 4 - 3 |
| Social Studies 101<br>Introduction to the Social Sciences | 3 - 3 | Social Science 102<br>Introduction to the Social Sciences | 3 - 3 | Social Science 103<br>Human Geography | 3 - 3 |
| Education 101<br>Orientation to Teaching | 3 - 3 | Mathematics 101<br>General Mathematics | 3 - 3 | Mathematics 102<br>General Mathematics | 3 - 3 |
| Physical Education 101<br>Fundamentals in Physical Education | 2 - 1 | Physical Education 102<br>Fundamentals in Physical Education | 2 - 1 | Physical Education 103<br>Fundamentals in Physical Education | 2 - 1 |
| Health 101<br>Personal Health | 3 - 3 | Health 102<br>Community Health | 3 - 3 | Elective | 3 - 3 |
| Education 100<br>Orientation and Guidance | 1 - R | | | | |
| | 19 - 16 | | 18 - 16 | | 18 - 16 |

## MAJOR IN SOCIAL SCIENCE

### SOPHOMORE YEAR

| FIRST QUARTER | CREDITS |
|---|---|
| Social Science 201 World History | 3 - 3 |
| Social Science 211 World Geography | 3 - 3 |
| English 201 World iLterature | 3 - 3 |
| Art 101 Art Fundamentals | 3 - 2 |
| Science 201 Physical Science | 4 - 3 |
| Physical Education 201 Organizing and Conducting Recreational Activities | 2 - 1 |
| | 18 - 15 |

| SECOND QUARTER | CREDITS |
|---|---|
| Social Science 202 World History | 3 - 3 |
| Social Science 212 World Geography | 3 - 3 |
| English 202 World Literature | 3 - 3 |
| Art 102 Introduction to the Arts and Crafts | 3 - 2 |
| Science 202 Physical Science | 4 - 3 |
| Physical Education 202 Organizing and Conducting Recreational Activities | 2 - 1 |
| | 18 - 15 |

| THIRD QUARTER | CREDITS |
|---|---|
| Social Science 203 World History | 3 - 3 |
| Social Science 213 World Geography | 3 - 3 |
| English 203 World Literature | 3 - 3 |
| Fine Art 103 | 4 - 4 |
| Science 203 Physical Science | 4 - 3 |
| Physical Education 203 Folk Dancing | 2 - 1 |
| | 19 - 17 |

## SOCIAL SCIENCE

SOCIAL SCIENCE 101, 102, Introduction to Social Science: An orientation course for freshmen which aims to give the student a background of the forces which shape man's social life and basic social concepts with their historical backgrounds.

First and second quarter. Three hours per week. Three quarter hours credit each quarter.

SOCIAL SCIENCE 103 Human Geography: A beginning course in college geography. The course emphasizes the relationship, past and present, between man and his natural environment. The students develop an understanding and appreciation for geographis facts as they may affect the daily living of human beings.

Third quarter. Three hours per week. Three quarter hours credi.

SOCIAL SCIENCE 201, 202, 203 History of Civilization: A general survey course of the development of civilization from earliest time to the present.

Three quarters. Three hours per week. Three quarter hours credit each quarter.

GEOGRAPHY 211, 212, 213 World Geography: A course in World Geography emphasizing economic and political aspects, map study, place and human relationships between landfi place, climatic influences, and interdependence of peoples.

Three quarters. Three hours per week. Three quarter hours credit each quarter.

PERSONAL AND FAMILY LIFE EDUCATION 103: This course gives a practical knowledge of the modern problems in the family and the relations of these problems to community welfare. Emphasis is placed upon the study of the nutritional needs of the body and the planning of a balanced diet to meet these needs. Students are exposed to planning and maintaining comfortable and efficient homes through the study of budgeting as it affects the family. A brief study of art principles, selection and care of clothing is also emphasized.

Three quarter hours credit each quarter. Third quarter. Three times per week.

## INFORMATION AND REGULATIONS FOR VETERANS

Both college and high school courses are open to veterans of the United States Armed Services in accordance with the provisions of Public Law No. 550.

In addition to the following regulations, veterans are subject to such regulations as the Veterans Administration shall from time to time make.

ELIGIBILITY: A veteran eligible for training under Public Law No. 550 must not be on active duty and must meet and comply with the following:

1. He must have been discharged under conditions other than dishonorable.
2. He must have had at least 90 days active military duty since June 27, 1960, unless discharged sooner for an actual service-incurred disability.
3. Upon seeking admission he must file an application prior to date of expected enrollment.

In order to expedite time in receiving subsistence checks, veterans are advised to contact their local Veterans Administration at the earliest possible date after discharge to apply for educational benefits. If a veteran is eligible for training he will receive a certificate of eligibility, which he is requested to present at time of enrollment.

Veterans who enroll in high school must have completed elementary school, an official record of which must be on file here at the time of enrollment.

CLASS LOAD: Veterans enrolled in the junior college must carry a minimum of 14 quarter hours to be eligible for full-time training and entitled to full training allowance. Veterans enrolled in high school must carry the number of units required for the respective grade in which he is classified.

CHANGE OF PROGRAM: A veteran is allowed only one change of program in any case. If a course of training is discontinued for misconduct, neglect, or lack of application or interest, the veteran may not be provided any additional educational benefits.

PAYMENT OF BILLS AND FEES: All fees—including tuition, board and room—and supplies are paid for by the veterans on the same basis as that of other students.

ATTENDANCE: Class attendance is mandatory for veterans. The training of any veteran wiwll be interrupted if the veteran accumulates:

(a) More than five school days, or the equivalent thereof in part days, of absence for any reason during a calendar month.

(b) More than fifteen school days, or the equivalent thereof in part-days, of absence for any reason during each successive six-month period of enrollment status, beginning with the date of entrance or re-entrance into training or effective date of contract, whichever is later.

All absences must be reported to the V. A. in accordance with the law, whether the absence is because of illness or for some other good reason. Unauthorized absences will be charged against the veteran who absents himself from class for any reason other than death in the family.

PROGRESS IN TRAINING: Veterans are expected to make satisfactory progress in their courses, and when they fail to do so, their training is interrupted. The Veterans Administration will be given prompt notice of action.

CONDUCT: Veterans' conduct must at all times, both on and off the campus, be maintained in a satisfactory manner. All regulations governing the conduct of regular students must be observed by the veteran; failure to do so will result in the termination of his training.

# HIGH SCHOOL, CLARKSDALE, MISSISSIPPI

## PROGRAM OF STUDIES

## HIGH SCHOOL DIVISION

The High School Program of Studies seeks to provide youth with a comprehensive kind of education which is in keeping with the current demands of society. It is geared in such a way as to provide both adults and youth with the necessary experiences and skills for immediate and future use, vocationally and academically, in order that their social and economic conditions might be constantly improved through educational growth.

Such a program is designed to afford a variety of general--systematized-meaningful experience for all persons; to aid in the development of those basic skills and knowledges in a given vocation for those who have manifested certain interests and abilities; and to provide sound preparatory training for pupils who wish to continue their education in more highly specialized areas.

The ultimate goal of the high school program is to equip each student in-so-far as his capacity permits, for intellectual and special leadership in the age in which he lives. This embodies (1) helping students to become aware of their potentialities, (2) guiding them in participating in experiences which will intensify their development in the light of their respective abilities, and (3) helping them through sound instruction to amass skills for independent thinking and intelligent application.

Accordingly, therefore, the Program of Studies of Coahoma County Agricultural High School seeks to attain the following objectives:

1. To teach the basic skills which are necessary to enable all citizens, within limits of human capacity and variation, to speak, to read and to write effectively, and to calculate accurately.
2. To build good American citizenship by providing activities in an environment whereby pupils can learn democracy and the American way of life by practicing it.
3. To prduce critical thinkers — acquire factual knowledge, ability to analyze facts, weigh evidence, resist destructive propaganda, and form intelligent opinions.
4. To provide vocational knowledge and skills; to appreciate our free enterprise system; to derive personal satisfaction of good workmanship.
5. To build good relationships.
6. To develop good physical and emotional health.
7. To develop an appeciation of beauty in literature, art, music, drama and nature to enhance the profitable use of leisure time.

8. To develop an appreciation of our American Heritage and Traditions.
9. To teach correct behavior appropriate to all occasions and situations, and develop the ability and desire for self-control.
10. To recognize the worth of each individual and provide the type of work that will enable the individual to develop at his own rate of speed and on his own level of ability.

## HIGH SCHOOL CURRICULUM

### GRADE 9

| | UNITS |
|---|---|
| English I* | 1 |
| *General Science** | 1 |
| Geography | ½ |
| Civics | ½ |
| General Mathematics | 1 |
| Band | ½ |
| Choir | ½ |
| General Music | ½ |
| Spanish I | 1 |
| Agriculture I | 1 |
| Home Economics I | 1 |

### GRADE 10

| | UNITS |
|---|---|
| English II* | 1 |
| *Biology** | 1 |
| World History | 1 |
| Home Economis II | 1 |
| Carpentry I | 2 |
| Algebra I | 1 |
| Spanish II | 1 |
| Band | ½ |
| Choir | ½ |
| Theory (Music) | ½ |
| Agriculture II | 1 |

### GRADE 11

| | UNITS |
|---|---|
| English III* | 1 |
| *American History** | 1 |
| General Business | 1 |
| Chemistry** | 1 |
| French I | 1 |
| Plane Geometry*** | 1 |
| Carpentry III | 2 |
| Home Economics III | 1 |
| Band | (½ |
| Choir | ½ |

### GRADE 12

| | UNITS |
|---|---|
| *English* IV* | 1 |
| Government | ½ |
| Economics | ½ |
| Algebra II*** | 1 |
| French II | 1 |
| Home Economics IV | 1 |
| Carpentry IV | 2 |
| Physics** | 1 |
| Driver Education | ½ |
| Band | (½ |
| Choir | ½ |

* Required

** General Science and Biology — Suggested Pre-requisite

*** General Mathematics and Algbra I — Suggested Pre-requisite

## MINIMUM PROGRAM REQUIREMENTS

*(All Students)*

| SUBJECT | |
|---|---|
| English | 4 |
| Mathematics | 2 |
| Science | 2 |
| **Social Studies | 2 |
| Electives | 6 |
| Total | 16 |

**One of these must be American History.

## EDUCATIONAL PROGRAMS

The high school course offerings are so organized that students may elect to pursue any one of four types of educational programs, each of which is designed to meet special educational needs, and interests. Ample guidance is afforded the student in the choice of a program. The program and their features are as follows:

GENERAL. Designed for students who are uncertain about the careers for which they desire to prepare. The program meets entrance requirements of most colleges and provides a balanced educational background.

PRE-PROFESSIONAL. Designed for students who are definitely planning to enter college upon completion of high school work. This program especially provides the background prerequisites to training for the professions.

VOCATIONAL. Designed for students whose primary interests are in vocational or technical pursuits. Offerings in the several areas will provide the student sufficient basic training for further study in a chosen vocation and will generally equip him for immediate employment after high school graduation.

BUSINESS EDUCATION. Designed for students who plan to enter the business field in the areas of typewriting, stenography, bookkeeping or related work upon completion of high school.

## MINIMUM REQUIREMENTS FOR EACH PROGRAM

GENERAL

| | |
|---|---|
| English | 4 Units |
| Mathematics | 2 Units |
| Science | 2 Units |
| Social Studies | 2 Units |
| Electives | 6 Units |
| Total | 16 Units |

PRE-PROFESSIONAL

| | |
|---|---|
| English | 4 Units |
| Mathematics | 3 Units |
| Science | 3 Units |
| Social Studies | 3 Units |
| Language | 2 Units |
| Electives | 3 Units |
| Total | 18 Units |

VOCATIONAL

| | |
|---|---|
| English | 4 Units |
| Mathematics | 2 Units |
| Science | 2 Units |
| Social Studies | 2 Units |
| (Agriculture | 2 Units) |
| (Carpentry | 4 Units) |
| (Home | |
| (Economics | 3 Units |

ELECTIVES:

| | |
|---|---|
| 1. Agriculture Majors | 4 Units |
| 2. Carpentry Majors | 2 Units |
| 3. Home Economics Majors | 3 Units |
| Total | 16 Units |

BUSINESS EDUCATION

| | |
|---|---|
| English | 4 Units |
| Mathematics | 2 Units |
| Science | 2 Units |
| Social Studies | 2 Units |
| General Business | 1 Unit |
| Typing | 1 Unit |
| Electives | 4 Units |
| Total | 16 Units |

## GENERAL INFORMATION

Students with an average of "B" or above will be encouraged to take 5 academic subjects. Students with deficiencies must take subjects in which they have failed first before taking other subjects of their choice.

A student taking a Foreign Language must take a minimum of 2 years in the same language.

Students will be classified in grades (9, 10, 11, 12) according to their previously earned major units, as follows: 10th Grade—3 major units or more; 11th Grade—7 major units or more; 12th Grade—11 or more units for those students whose records and present courses make them eligible for graduation at the end of the current scholastic year.

No fractional unit representing a subject for which a whole unit is given will be accepted for meeting graduation requirements.

Students in any other program other than pre-professional may take additional units up to and including 18 units.

No student will be permitted to enroll in the last half of a Full Year Course unless he has enrolled in the beginning of the course.

A student must be in attendance for at least seventy-five percent of each semester to be eligible to receive full credit.

A maximum of 4½ units per year of transferred credits will be acceptable from other accredited schools.

a. The State Department of Education will determine the number of Armed Services Credits to be accepted.

## REGULATIONS GOVERNING ELECTIVE MINOR SUBJECTS

The following elective Special Subjects are offered, as indicated, to *First, Second, Third,* and *Fourth*-year students of High School:

| | | |
|---|---|---|
| *1. | Band (9th, 10th, 11th, 12th) | 5 periods per week ½Unit |
| *2. | A Capella Choir (9th, 10th, 11th, 12th) | 5 periods per week ½ Unit |
| *3. | Music Theary (10th) | 5 periods per week ½ Unit |
| *4. | General Music (9th) | 5 periods per week ½ Unit |

Note: Students needing special preparation for choir or band may be placed in General Music or Theory courses by their respective director, but may receive credit for only one music course at a time in such cases.

*Not more than two units may be included as a part of the total major units required for graduation.

The following extra-curricular or intra-curricular activities are available to all high school students, for which no credits will be allowed:

| | | |
|---|---|---|
| 1. Football | 5. 4-H Girls | 9. Dramatics |
| 2. Basketball | 6. 4-H Boys | 10 Debating |
| 3. Track | 7. Tri-Hi-Y | 11. Student Council |
| 4. Annual Staff | 8. Hi-Y | 12. Oratorical |

A student taking four major subjects shall not be allowed to take at the same time more than two Special Subjects and activities combined without special permission of the Principal, and in no event to engage at the same time in more than three special Subjects and activities combined.

A student carrying five major subjects shall not be allowed to take at the same time more than one Special Subject or activity without special permission of the Principal, and in no event to engage in more than two Special Subjects and activities at the same time of year.

A student averaging "D" in scholarship the previous year shall not take more than one Special Subject or one activity.

# REGISTER OF FIRST ENROLLEES AND GRADUATES OF THE JUNIOR COLLEGE DIVISION

## STUDENTS WHO ENROLLED IN THE FIRST COLLEGE CLASS 1949 - 1950

1. Jimmie Adams
2. Caldonia Bland
3. Joseph Bissett
4. Eugene Fox
5. Timothy Gates
6. Florence Gordon
7. Lee Roy Garmon
8. Morlon Henry
9. Oliver Johnson
10. Robert L. Johnson
11. Earline Mills
12. Effie Montgomery
13. Mary Sanders
14. Josephine Silas
15. Willie Stewart
16. George Strong
17. Marion Topps
18. St. Henry Topps
19. Frank Towns
20. J. D. Wardlaw
21. Orville Ward
22. Percy White

NOTE: During the first two years of its operation the college offered work on the freshman level only.

## STUDENTS WHO ENROLLED IN 1950-51 AND BECAME THE FIRST GRADUATING CLASS OF THE COLLEGE IN 1952

Charles Henry Ball, Jr.
Addie Mae Beasley
Charles Harvey Berry
Joseph Lee Bissett
Sadie Mae Boyd
Areatha Brown
Margaret Kyles Chapman
Arnold More Chambers
James Kantayana Cox
Harry Cummings
Chauncey O'Hara Daugherty
Thomas James Freeman
Eugene Gooden
Florence Gordon
Lillian Daugherty Hatch
Jean Yvonne Herron
Annie M. Lumsey Hodges
Mary Laura King
Alva M. Carter Norphlet
Thelma Penny
Edna M. Pulliam
James Robinson
Myrtle Louise Thompson
James Amos Ward
Ann Ruth Williams
Geneva Valjean Williams

## COMPLETED REQUIREMENTS IN THE SUMMER SESSION

Ruby Brown Cosby
Laura G. Harris
Eddie Lee Riley
Excell Terrell

## 1953 GRADUATING CLASS

Roland G. Farmer
Fulton Ford, Jr.
Inez Harris
John W. Jenkins
Bernice Johnson
Gloriastine Martin
Minnie Ethel Nathan
James Piggie
Elizabeth Ann Raxton
Charles Robinson
Pinkie M. Steward
Robbie Lee Thomas
Corine Constance White
Mary Lou White
Cleola Randle Yarbrough
William Myles Yarbrough

## SUMMER, 1953

Mary Alice Stanford
Jessie Webber

## 1954 GRADUATING CLASS

Audrey Ball
Robert Ball
Mary Shannon Brown
Alean Coburn
Charlie M. Crump
Gloria D. Daugherty
James Monroe Davis
Madge Evans
Willie M. Farmer
Eugene Fox
Lillie Mae Gamble
Jerlene D. Gambrell
Gertrude Genus
Melvin Harris
Naomi Harris
William H. Wright
Clara Jones
Herbert H. Logan
Earnestine Maiden
Sterling Martin
Levora Patterson
Dorothy Donald Pearson
Bennie L. Richard
Thomas Richardson
Clem Sharkey, Jr.
Joyce Smith
James Stanford
Mary Etta Triplett
Chrysteen Winfrey
Mattie Williams Woods

## 1954 SUMMER GRADUATES

Jearlene Embry
Charles G. Hyde
Rosie Lee Richardson
James D. Wardlow

## 1955 GRADUATING CLASS

Jennie Lee Allen
Barbara Jean Aldridge
Ruth Barrett
Nellie Jane Ola Baxtrum
Richard Bell
James Herman Black
Thomas D. Coleman
Rheon Wyndell Gibson
Jessie J. Gilmore
David Carl Harris
Aubrey E. Hill
Eugene Howard
Christine Penny Jenkins
Earnestin Delilah Johnson
Easter Maureen Kendricks
James William Lee
Larry C. Martin
Elizabeth Moses
S. J. McGovan
Annie Louise Nichols
Willie L. Norphlet
Bernice Theresa B. Payne
Clarence Janmes Pearson
Dora Lee Raine

Joseph Napoleon Richardson
Walter Shelton
Mattie Silas
Princie Lee Sills
Patsy Ann Smith
John L. Steel
Edna Marie Stutts
Ora Lee Terry
Ida Mae Turner
Pearlie Gary Ward
Corinne Jordan

## 1956 GRADUATING CLASS

Grady W. Battle, Jr.
Edgar Bland
Mabel E. Brown
Helen J. Calloway
Alice Cochran
Pinkie M. Davis
Victor L. Dilworth
Delores Drake
Maxine Dupree
Helen Carol Durr
Marguerite Ford
Wyrinie Dorris Foster
Versie Delois Gambrell
Timothy L. Gates
Bettye Nell Griffin
Edgar B. Griffin
William M. Gooden
Wesley Gordon
Jake J. Harris
Ester Weston Haynes
Mandie Jefferson
Leola Sanders Keyes
Delores Reno McNeal
Samual James Miller
Charles Henry Nathan
Williestein Parker
Mary Mildred Perry
Lillie Pearl Ray
Julia Leola Rogers
Rachel Velma Shelby
Ollie Dean Smith
Verneice E. Smith
Lucille M. Terry
Grace Terrell
Ara Lee Toles
Eugene Trammel
Robert Tunson
Dewitt Ward
Mary L. Washington
Reuben Whisenton

## 1957 GRADUATING CLASS

Ella Zee Alphin Anderson
Evelyn Ballard
Barbara Baugh
Guy William Baxtrum
Willie C. Bell
Maxine Berry
Charlie Mae Bullock
Irene Braxton
Odie Cross
Mary Crowther
Paul Crowther
Addie Dennis
Jessie Dan Dixon
Cornelius Douglas
Louella Edwards
Yvonne Isabella Flakes
Effie Marie Flowers
W. C. Franklin
Irene Gilbert
Bennie Stone Gooden
Ruth Lillian Gregory
Willie Ross Grizzell
Lillie Mae Hamilton
James Wesley Hatley
Freddie Beatrice Hardy
Lacy Henderson
Exie Mae Herring
Birda Mae Howell
Mildred Hubbard
Hudson Lester Hubbard
Edna Mae James
Prentice Lee James
Ernest Johnson
Hersel Jones
Dorothy Kimble
Carolyn D. Laws
James Lawrence
Corine Lloyd

James W. Lloyd
Arzell Marshall
Mozella Medlock
Freda McClain Merchant
Loretta Theresa Moore
Robbie E. McLaurin
Norman McFarland
Armond Odom
Gene R. Patton
Neomi Pittman
Marva Perry
Edward Pickett
William Jessie Randall
Bill Reed, Jr.
Melvin Charles Riley
Mattie Pearl Richardson
David Robertson
Elaine Robertson
Dorothy Lee Sharkey
Charles Slan
Willie Smith
Shirley Smith
Eula Cecil Spiller
Alphonso Spells
Prince Conda Stephens
Katie Thomas
John Estis Trammel
Edward Howard Triplett
Gene Douglas Todd
Lillian Walker
Sidney Wallace
Dorothy Armstrong Wardlow
Charles Etta Watts
Julius Watts, Jr.
Peggy Ann Watts
Raymond Mack Williams

## 1957 SUMMER SESSION GRADUATES

Katherine Hayes
James W. Johnson

## 1958 GRADUATING CLASS

Glenella Ackles
Lula Adams
Everette Lee Allen
Verdean Allen
Ethel Archie
Saul Austin
Arthur Barnes
Sarah Ellen Bell
Christine Voncile Bender
Frank Bluntson
Frank Braugher
Louise Braxton
Jo Louise Brown
Willie Earl Brownlee
Marie Cannon
Henry Clay
Alma Jane Cole
Martha Lee Coleman
Jewett Conner
Benson Cotton
Ossie Lee Cotton
Taylor Cornelius Cotton, Jr.
Robert Crawford
Lillie Davis
Carolyn Douglas
Jean Dupree
Willie Mae Edwards
Eddie Lee Fant
Minnie Pearl Ford
Lawrence Furdge
Joyce Marie Gosa
Kay Frederick Grace
Arnold Harris
Jimmy Simpson Harris, Jr.
Johnny Leroy Harris
Marvin Harris
Elouise LeJune Hatchett
Bessie Lee Cole Hawkins
Doretha Haynes
Jessie Mildred James
Annie Laurie Jones
Samuel Jordan
Mary Alice Kearney
Quince Ella Kidd
Margie Marie Lailes
James Lamar
Anderson Lenard
L. B. Lenard
Neadie Lewers
Matthew Maiden
Juanita Cosby Miller
J. B. Mitchell
L. C. Mitchell
Carrie Montgomery
Louise Montgomery

*—Continued on next page*

## 1958 GRADUATING CLASS – *Continued*

James William Morris
Bessie Mosley
Rosie L. Mosley
Theodis Hampton Outlaw
Dorothy Mae Pearson
Mary Ratliff
Yvonne Rich
Lloyd Robinson
Jessie S. Scott
Chambers Smith, Jr.
Edna Earl Smith
Gertie Bell Smith
John H. Smith
Leon Stewart
Odell Tate
Fannie Beatrice Taylor
C. H. Wagster
Roy Stovall Walker
Pearlie Watson
Mildred Wells
Johnny Williams
Roland Winn
James Wilson
George Young

## 1959 GRADUATING CLASS

Elnora Adams
Georgia Agnew
Henry Allen
Esley Ambrose
Dorothy Mae Batteast
Ruth Antoinette Batton
Newton B. Billups III
Catherine Black
Marshie Black
Blondine Brown
Isiah Brown, Jr.
Edna Mae Bryson
Annie Laurie Butler
Mae Nell Byrd
Evelyn Casey Campbell
Shirley Deane Collier
Ledora Cooper
Lucinda Joyce Crawford
Shirley Crawford
James M. Dobson
Melton Lawren Dougles
Andrew Dupree, Jr.
Dock Ford, Jr.
Elijah Forkner
Ned Gathright
Odessa Grey
Tom Hamor
Freddie Haynes, Jr.
Nolia Jean Hill
Ruby Holden
Earlean Mae Hubbard
Andrew K. Jackson
Johnny Wesley Jackson
Minnie Pearl Jenkins
Claudette Colbert Jones
Indiana Jones
Jessie Jossel, Jr.
Leroy Gilbert Jossell
Lucile Keys
Rosie Mae King
Mary Louise Lee
Mary Lewers
Johnny Lee Lewis
Claudette Matheny
Angie Viola Mitchell
Linnie Jean Mitchell
Shirley Neal, Jr.
Mary Alice Nelson
John Patterson
Jessie Paxton
Alice Randle
Joe Ann Shelton Read
Georgia Richardson
Pearline Deloris Riley
James Austin Shelby
Helen Shields
Veblin Sims
Dorothy Mae Smith
Joyce Lyn Smith
Fannie F. Taylor
Lillie M. Thomas
Samuel Torrence, Jr.
Joe Willie Trotter
James Clotel Baxter
Sereetha Vaughn
Williette Washington
Eleanor Wells
Sadie Wilkins
Lessie B. Williams
James Winters
Eva Mae Yates

## 1960 GRADUATING CLASS

Acles, Milton Dudley
Barial, William Earl, Jr.
Brown, Edward Charles
Carter, George
Carter, Grace Arlene
Carter, Ottawa E. L.
Chavers, Cornelius Jake
Clark, Barbara Jean
Clay, Bertha Lee
Collins, Willie E.
Cunningham, Hansel
Dorsey, Isaac
Erby, Shirley Ann
Ford, Romonia Cresie
Franklin, Clyde
Gooch, Annie Pearl
Gulledge, Mattie
Harris, Thomas B.
Harvey, Josephine Williams
Hatchett, Elnora August
Henderson, Lucy Mae
Hogan, Marvin
Holden, Ethel
Holloman, Helen D. Williams
Homer, Mary Lee
Hoskin, Ida Mae
Ingram, Belvin Ann
Jackson, James Edward
Jackson, Ruth Otis
Jackson, Spellmon James
Kemp, Georgia
Kincaid, Gloria Bell
Knight, Willie, Jr.
Macklin, Charner L.
Martin, McKinley C.
Miller, Annie Ruth
Miller, Leo Anthony
Miller, Leon Alvin
Morris, Roseanett
McClellan, Ora Lee
McDonald, Walter M.
McSwine, Earmon Ray
Nichols, William A.
Paden, Clinton Dale
Posey, Geraldine Annett
Rice, Mary Ann
Roach, David L.
Shannon, John L.
Shaver, Laverne
Smith, Cordie Alberta
Smith, Edward James
Stubbs, Lynell C.
Swain, Quinton Eugene
Thigpen, Edward
Turner, Doris Ann
Turner, Fannie L.
Wade, Jessie, Jr.
Wade, Lenesy Sam
Wooten, William T.
Woullard, Jacob
Wright, Teola

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